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ABSTRACT

Based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium, this report presents training strategies for a variety of community-school collaboration efforts. Eleven training strategies are presented: (1) providing an in-school visitation day for business people focusing on career education; (2) administrator and staff visitations to community employers; (3) development of a locally produced slide/tape presentation of community career opportunities; (4) cooperative development of a community resource directory for use by teachers, administrators, and the community; (5) development of a speakers' bureau arranged by cluster areas; (6) development of elementary level career education activities using community resources for career education; (7) using community resources to provide shadow experiences for high school students; (8) cooperative education programs; (9) involving parents in career education; (10) career days; and (11) field trips for career awareness and exploration. For each strategy discussed, a needs assessment, objectives, planning and implementation methods, and evaluation methods, are listed. (LRA)

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ED173628

TRAINING IN COMMUNITY - SCHOOL COLLABORATION

FOR CAREER EDUCATION

Wisconsin Career Education Consortium
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

October, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE WISCONSIN CAREER EDUCATION CONSORTIUM

The Wisconsin Career Education Consortium (WCEC) was established in 1975 as a U.S. Office of Education funded project to demonstrate incremental improvement in career education. The school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown, together with the Wisconsin Department of Public Instruction, comprised the original consortium which pooled resources to attain several common objectives including the development of 26 how-to-do-it demonstration packages on various facets of career education, and a kit of evaluation tools (AE Kit) for career education practitioners.

In 1976, the WCEC was expanded to include a number of relatively inexperienced "partner" schools as part of the consortium's efforts to disseminate its products and expertise to other schools throughout the state and nation. The junior partner school districts are: Marshall, McFarland, Middleton-Cross Plains, Port Washington, Scared Heart and Saint James (Shawano), Stevens Point, Waukesha, and Weyauwega. Two universities, UW-Oshkosh, and UW-Stout, joined the WCEC in 1977 when members began to direct their efforts toward demonstrating training of various groups of persons involved in the delivery of career education.

Principal authors of this report on training in community-school collaboration are:

- Allen Stessmann, Sheboygan Public Schools, Co-leader at the WCEC Task Force on Training in Community-School Collaboration
- Gordon Fairbert, Port Washington School District, Task Force Co-leader
- Robert Meyer and James Augustin, Wisconsin Department of Public Instruction

Other WCEC member representatives who have contributed to the success of the project include:

- Mary Ann Allen, Middleton-Cross Plains Area School District
- Raphael Artz, Weyauwega Middle School
- Emery Babcock, Stevens Point Area School District
- Sister Frances Borgia, Sacred Heart School (Shawano)
- Roland Cross, Oregon Consolidated Schools
- Patrick Fleming, McFarland Junior High School
- Carlyle Gilberston and John Stevenson, University of Wisconsin-Stout.
- Richard Johnson, Waukesha School District
- Donald Jorgenson and Robert Pickering, University of Wisconsin-Oshkosh.
- Wayne Kiefer, Marshall High School
- Wilbur Kleinschmidt, St. James School (Shawano)
- Darrell Larson, Kimberly High School
- Ellen Meister and Gary Sisler, Madison Public Schools
- Fred Ponschok, Shawano High School
- Eileen Scott and Herman Tiedeman, Watertown Public Schools
- Clifford Stanford, Eau Claire Public Schools

This list, as long as it is, is not all-inclusive. Many other individuals associated with the WCEC member schools have made valuable contributions to the success of the WCEC's demonstration project in training and retraining. These include teachers, counselors, administrators, and community personnel dedicated to advancing the status of career education in schools and universities across the country.

PREFACE

Preservice and inservice training of major delivery groups must assume a high priority in efforts to develop comprehensive career education programs. Recognizing the need for seasoned career education practitioners to share information on effective training methods and techniques with others who are less experienced, the Wisconsin Career Education Consortium (WCEC) has prepared a series of reports concerning its training and retraining experiences.

This report provides models for training community and school personnel in collaborative career education efforts. It is one of four WCEC reports concerned with training major groups involved in the delivery of career education to students. The other reports provide models for training K-12 administrators, K-12 staff, and university faculty and aspiring educators enrolled in pre-service courses.

These models are not intended as comprehensive theoretical models for career education preservice and inservice. Rather, they are grounded in the practical training experience of the 16 school districts and two universities which comprise the WCEC. Each model is a synthesis of the most successful training activities conducted by consortium members during the course of a federally funded demonstration project and in years prior to it.

Members of the WCEC have attempted to emphasize "teaching each other" and "learning by doing" as primary approaches to career education inservice training. For example, experienced practitioners from senior (lead) school districts in the consortium often functioned as resource persons in training their "peers" in less experienced partner districts. For some resource persons, their preparation for inservicing others was in effect retraining and learning by doing for themselves. Short term placement of K-12 staff at community employer sites is another good example of the consortium's emphasis on learning by doing, where individuals in the community function as important inservice training agents.

The WCEC hopes that this report and its companion reports will help other individuals to profit from the consortium's training experiences as they plan and conduct career education training in their local settings.

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SCHOOL AND COMMUNITY NEED TO COLLABORATE

A comprehensive career education program must make effective use of resources available in the community. Although most schools do use community resources to varying degrees, community efforts must be coordinated in ways that will allow these efforts to build upon rather than compete with each other and the total career education effort.

Students, including adults, at all levels of education are the targets of career education. The ultimate goal, ideally, is for all these people to earn their livelihood through productive and satisfying work. Fully realizing this goal can only come through collaborative efforts of the sectors of society known as education and the world of work.

Since an essential part of career education is exploring and preparing for occupations, it logically follows that those who are responsible for teaching and counseling students must themselves be knowledgeable about the community and its work opportunities. Perhaps the most practical way to obtain this knowledge is through first-hand experience with persons in the community who are concerned with the employment and training of working people.

The "community" referred to includes both large and small businesses and industries, local and state government agencies, labor unions, service organizations, and professional and technical associations. Dr. Kenneth Hoyt, Director of the Office of Career Education, U.S. Office of Education, in his mongraph titled A Primer For Career Education, also includes church organizations as well as the home and the family structure as a part of the community resources which should be made available to students. "There is absolutely no way," says Hoyt, "that a Career Education effort can be successful if all of the aforementioned segments of our society are not actively involved."

Many resources exist in every local community and these can and should be utilized in helping youth understand and capitalize on the changing relationships between education and work. Using existing community resources also gives community people the feeling that they are indeed contributing to the educational process in important ways and not just through tax dollars.

It is important to note that effective career education requires community-school collaboration, not just passive community cooperation with educators. "Community cooperation" would suggest that career education is the domain of educators, and community resources serve at the school's pleasure in a program run by educators. In fact, communities and schools must collaborate--actively work together in career education policy formation, program planning and implementation.

Dr. Hoyt has written that the word "'collaboration' implies that career education is a community problem, not simply a problem for the educational system." In tackling this problem, the community can answer questions concerning the free enterprize system, organized labor, how to contact and best utilize community resources, etc.--questions which educators cannot fully answer by relying solely upon their own background.

Community collaboration in a comprehensive career education program does not simply happen. Community and school personnel must share a commitment to career education. Beyond commitment, training in collaboration for school and community personnel is perhaps the most essential ingredient to success.

There are many facets to community-school collaboration in career education. Consequently, there is no one training strategy which will adequately address the topic of collaboration.

This report presents training strategies for a variety of collaboration efforts. These "mini-models" are training activities which have been successfully implemented in school districts of the Wisconsin Career Education Consortium.

Consortium schools have conducted many "collaboration" training activities during their years of involvement in career education. To discuss all of them and their many possible variations would have created an enormous volume. The consortium's interest is to present a few good training strategies which can be adopted/adapted to meet local needs in other settings.

Assessing Local Training Needs

A key to successful local training programs is to identify the particular needs of school and community personnel who will be "delivering" career education to the students. Then, training programs can be tailored to meet these specific needs so that time and resources are used most effectively.

School districts, especially those in the earlier stages of developing a local career education plan and program, may choose to assess training needs through a survey approach. Surveying teachers, counselors, administrators and community people regarding career education can serve the dual purpose of stimulating interest in career education and identifying priority needs for training. The Wisconsin Career Education Needs Assessment and Survey of Resources Handbook is a good resource which can be consulted by those who want to formally assess career education needs of students, school personnel and community resources within their district. The handbook contains a series of needs assessment instruments, instructions for administering them, suggestions for local modification, and notes on analyzing and summarizing the results in a meaningful format to aid planning.

In other instances, school districts may choose to use more informal methods of assessing local training needs. Perhaps the results of a survey of seniors or discussions at a general faculty meeting will reveal areas of career education which require greater collaboration with the community. Existing data sources and comments should not be overlooked in determining specific training needs.

Inservice time and training resources for career education are usually quite limited, so they must be used wisely. Planning training to meet specific needs will help to minimize if not eliminate unproductive training efforts and will ultimately stimulate community collaboration in a comprehensive career education program.

STRATEGIES FOR TRAINING IN COMMUNITY-SCHOOL COLLABORATION

Ten General Principles

Dr. Kenneth Hoyt, Director of the Office of Career Education, U.S. Office of Education, has listed ten general principles for career education inservice in his monograph titled "A Primer for Career Education." These principles have been confirmed by the WCEC during its training experience and seem worthy of mention in any career education training document. They are reprinted below. As Dr. Hoyt has noted, some principles are uniquely important to the community collaborative effort called "career education," while others are applicable to any inservice effort.

1. Inservice education must be a continuing, not a "one shot" effort.
2. Inservice education in education cannot be limited to a single topic area such as career education. Any given topic must fit in with a total plan for inservice education.
3. Since career education involves the efforts of a wide variety of persons, the inservice effort cannot be limited to only a single group.
4. Inservice education needs of various segments of education and the broader community are *common* only with respect to understanding the basic nature, need for, and purposes of career education.
5. *Specific* inservice needs of persons involved in career education vary greatly thereby making it necessary to devise and operate different kinds and forms of inservice education for each.
6. The *collaborative* nature of career education calls for the joint expertise and efforts of many segments of education and the broader community. It is impossible and impractical to expect each to become expert in the kinds of knowledges and skills required of others.
7. Various segments of education and the broader community need to become involved in providing inservice education *for each other*. For example, teachers can be "inserviced" by businessmen and vice versa; counselors can be "inserviced" by teachers just as appropriately as teachers can be "inserviced" by counselors.
8. With any segment, a large part of the "inservice" effort can be expected to be in the form of "on-the-job" training rather than in a structured workshop or class setting. The "learning by doing" approach may well become the most common form of inservice education for career education.
9. An essential part of inservice education for any segment of education or the broader community must concern itself with how to work with, learn from, and profit by the expertise and experience of other segments. An "isolationist" approach is unworkable.
10. Inservice education for career education must be planned, coordinated, and operated in a community system plan using a consistent conceptual and philosophical view of career education. While "career education" calls for different persons to do different things, they must share a common understanding of the meaning of "career education."

Providing A Business In Education In-School Visitation Day Focusing On Career Education.

Need

Members of the Chamber of Commerce Education Committee in Sheboygan saw a need to provide an opportunity for local businessmen and women to become more familiar with the vocational and career education programs in operation in the schools. Many of the business people had not been in a school building during a school day for years and were not familiar with the many changes in facilities and programs which have taken place. Consequently, a visitation program in Sheboygan was patterned after a similar project conducted in the Madison schools.

Objective

The major objective for the visitation day is to provide business people with an opportunity to speak with education leaders on a first hand basis and to familiarize them with some of the career education and vocational education programs offered to students. Business people should be able to speak with the superintendent, principals and teachers in areas of interest and concern to them as business people.

Planning

A joint letter such as the one on page 7 can be sent by the school superintendent and Chamber of Commerce president (or other well known community leaders) to all members of the local Chamber of Commerce as well as other businesses and industries in the areas. Along with the letter which explains the proposed visitation, a survey can be included which asks a number of questions relating to the particular areas of interest of each participant. The questions might ask who the visitor would like to meet, what program(s) in particular he/she would like to see, which date would be best for the visit, and which building(s) would be of most interest.

The visitation day agenda can be planned based upon the responses of the community people. Madison has excellent participation from the business/industry community in this program, and they plan several visitation days throughout the school year. A visitation day schedule followed in Madison is presented on page 9 .

Conducting the Visitation Day

All participants board a bus at a central location on the morning of the visitation. On the bus, the superintendent introduces himself, gives an overview of the career and vocational education programs in the school district, and answers participants' questions. The schedule can be set up to visit a number of schools during the day; for example an elementary, a middle, and a high school can all be visited with discussion and question-answer sessions occurring on the bus enroute to each school.

The news article on page 11 provides a more detailed description of one visitation day held in Madison. When published, such an article informs others of events of the day and may encourage broader community participation in future visitation days.

Evaluation

Community response to the visitation day concept has been positive. About 40 people have participated in each of Madison's scheduled visitations. School officials report that a closer relationship between school and business community is definitely established.

A short questionnaire distributed at the end of the day can be used to solicit participants' reactions to their experience. Questions from the workshop and meeting evaluation forms in the WCEC's AE kit could be adapted to create an evaluation instrument for the day's activities.

October 4, 1977

Mr. Phillip C. Stark
The Stark Company
117 Monona Avenue
Madison, Wisconsin 53703

Dear Mr. Stark:

What do you know about the operation and programs in the Madison public schools?

1. How are high schools of 2,500 students managed?
2. What learning opportunities exist for gifted students; how are handicapped children served?

What would you like to know about the Madison public schools?

1. How well are we teaching the basics?
2. Are students graduating with "employability" skills; consumer survival skills?

To get answers to these and other questions, the Greater Madison Chamber of Commerce and the Madison Metropolitan School District are planning a very special event for Tuesday, October 25, 1977. We hope you will read on and choose to participate.

As Superintendent of Schools and President of the Chamber of Commerce, we feel the need to provide this opportunity to share with business, industry, government and labor officials information regarding the status and operation of the Madison Metropolitan School District. Furthermore, as the decision makers (and major taxpayers), you probably have concerns and questions for the Superintendent. This is your opportunity to spend half a day with the Superintendent of Schools and get some direct information. We are personally inviting you (along with some 50 other key community officials) to be a participant on our first bus tour leaving from the Youth Building, Lot #4, at the Dane County Fairgrounds at 8:30 a.m. on Tuesday, October 25, 1977 and returning around 1 p.m. after lunch in one of the school cafeterias.

The tour will take us to three or four locations to see programs and operations of the schools and speak with the principals. While enroute from school to school, the Superintendent will answer questions, give details about school district operations, and welcome your direct feedback about the operation and programs of the school district.

This event is organized by the Business and Education Coordinating Council. It is one more example of the cooperation between the Greater Madison Chamber of Commerce and the Madison Metropolitan School District. To offset the transportation and luncheon costs, there will be a $3 participation fee. Checks may be made payable to the Business and Education Coordinating Council.

Please complete the attached form and return it by Friday, October 14, 1977, with your check to:

Rocky Kasmiskie
Greater Madison Chamber of Commerce
Post Office 71
Madison, Wisconsin 53701

For further information, call Ms. Kasmiskie at 256-8348. Following receipt of your tour reservation, further details will be sent to you.

Douglas S. Ritchie, Superintendent
Madison Metropolitan School District
545 West Dayton Street
Madison, Wisconsin 53703

Robert W. Brennan, President
Greater Madison Chamber of Commerce
615 East Washington Avenue
Madison, Wisconsin 53703

____ Please make my reservation for participating in the October 25th school bus tour from 8:40 a.m. - 1 p.m. My $3 participation fee is enclosed.

NAME_____

FIRM_____

TITLE_____

ADDRESS_____

_____

PHONE_____

____ I am sorry I cannot attend this first tour, but I am interested in participating in subsequent tours on (check one) ___December 8, 1977 ___February 23, 1978 ___April 27, 1978

PR 161

BUSINESS AND INDUSTRY OFFICIALS VISIT THEIR SCHOOLS
Tuesday, October 25, 1977 (9:00 AM - 1:00 PM)

PROPOSED SCHEDULE

Place	Time	Activity
Arrive at Dane County Youth Bldg	9:00 AM	Registration and boarding
On Bus - Travel time	9:00 - 9:30	DSR Profiles MMSD DSR Profiles X H.S. & other high schools (organization and staff)
Arrive at High School (Area A)	9:30	Meet hosts (Principal, two Asst. Princ., Area Director & Supt) and divide into tour groups.
Tour at High School	9:30-10:10	-the basics being taught - the arts--a sampling - special education program/ teachers/students - vocational ed programs/facili - physical ed, IMC, etc.
Large group room	10:10-10:25	Questions & answers w/Supt.
(on bus travel time)	10:30-10:45	DSR profiles X M.S. and other middle schools
Arrive at Middle School (Area B)	10:45	Meet hosts (Principal, Area Director, 2 learning coord/ curr. coord & Supt) and divide into tour groups
Tour at Middle School	10:45-11:10	- the basics being taught - unified arts - special programs (SES, etc.)
(on bus travel time)	11:15-11:35	DSR profiles X E.S. and other elementary schools
Arrive at elementary school (Area C	11:35	Meet hosts (Principal, another Principal from area, curr. coor Area Director and Supt.

Place	Time	Activity
Special group room	11:40	School lunch, questions and answer session
Tour at elementary school	12:15-12:45	- the basics being taught - special programs
(on bus travel time)	12:45-1:00	Return to Dane County Youth Bldg.

MMSD RESPONSIBILITIES

1	Superintendent	Act as official host and main speaker - send joint invitation with GMCC - host entire tour - brief staff at Oct., Sept. meeting on purpose, plan, etc.
2	Assistant Superintendent/ Superintendent	Prepare letter to registered participants 1) detailing what to expect and 2) suggesting the review of an enclosed packet of materials prior to the event
3	BECC Chairperson	Coordinate event with Superintendent, GMCC, and BECC Committee
4	Area Directors	Plan and coordinate tours in area schools involved; review rules, expectations for hosts

BUSINESS AND INDUSTRY OFFICIALS VISIT THEIR SCHOOLS *

How many empty classrooms are there? Where are the school lunches made? What about renting space to Middleton or Sun Prairie? These were just a few of the many questions that 30 business people asked Superintendent Ritchie on a tour of schools last month.

The tour was set up as a joint project of the public schools and the Greater Madison Chamber of Commerce through the Business and Education Coordinating Council. Representatives of Madison business, government, industry and labor concerns were invited to visit their schools with the Superintendent and Chamber of Commerce President, Robert Brennan. The purpose was to show business representatives examples of the scope and complexity of the Madison school system, and provide them with an opportunity to ask school district officials questions about the schools. The group visited East High, Sennett Middle and Leopold Elementary Schools. At each stop, the visitors were briefly acquainted with the instructional program of that school and how it is representative of other district schools of the same grade level.

At East, Dale Watt, Louis Sedarsky, and Douglas Mullen led the group through the facility, stopping on the way to visit with staff members from English, Social Studies, Math, Science, Special Education, Vocational Education and Foreign Language. The group was able to see many of the vocational and industrial arts shops as well as some of the sports facilities.

Sam Barosko, Jan Dowden and Bob Anderson acted as tour guides at Sennett. There the visitors were taken through several learning "houses," the IMC, and the unified arts facilities. Leopold's tour was conducted by Don Stern and Conan Edwards. Former Leopold prinicpal, Walter Argraves, returned to the school to assist as a tour guide also. The "tourists" were served regular school lunch at Leopold after they saw busy classrooms and the IMC, still filled with displays in celebration of U. N. Day the day before.

Ritchie hopes to conduct similar tours to different schools for other business people later in the school year. He rates this first tour as a great success--a large number of avid "tourists," a lot of good questions, an excellent itinerary, accomodating hosts and tour guides and to top it all off, a fine school lunch!

*Reprinted from Madison Metropolitan School District Staff News

Administrator and Staff Visitations To Community Employers

Need

Results of a 1976 needs assessment conducted in conjunction with development of the Wisconsin State Plan for Career Education revealed that 60% of administrators, 71% of teachers, and 72% of counselors in their respective samples identified a need for more or a great deal more "communication and cooperation between school and community to facilitate career education." Very often administrators, teachers, and counselors need to become more familiar with operations and employment possibilities of business and industries in the local community before a high level of collaboration can be realized. Similarly, many community representatives have a significant need to discuss how they can contribute to the schools.

Providing administrators, teachers, and counselors with opportunities to visit local employers can be an effective way of meeting these needs. The Sheboygan and Watertown school districts have found that staff benefit greatly from a short term experience in the work world, particularly if participants can choose a career cluster, and possibly a particular site, for their visit. Greater relevance of basic academic teaching to the world of work is a principal benefit.

Business and industry people support visitations of school administrators and staff because it gives them (the community) an opportunity to "tell their story" and to strengthen relationships between the school and business community.

Objective

The objective of this training activity is to provide school administrators and staff with opportunities to visit and shadow community employers to expand their knowledge of the world of work and ways in which the school can use local community resources.

Planning

Planning for a visitation program should begin far in advance. Preparation for Watertown's Business-Industry-Education Day held in late April began the previous fall with establishment of a B-I-E committee and discussion of a possible district wide inservice date. The assistant superintendent prepared a resolution to hold one half day of school on April 26 so that all teachers could participate and the visitation could begin at 1:00 p.m. The

resolution was presented to the Board of Education on November 16, with a representative of the B-I-E committee present to discuss the goals and objectives of the visitation program.

The time table for B-I-E Day related activities in Watertown was as follows.

March 10	Letters to potential B-I-E Hosts. (Unit of 20 teachers maximum.) Return by March 20.
March 13	Invitations to teachers and administrators
March 27	Follow-up for letters and calls and outlines for B-I-E day.
April 7	Invitations to teachers - returned
April 17	Meeting with management - Breakfast. Assignments to Businesses.
April 26	B-I-E Day visitations evaluation meeting for participants.
May 9	Follow-up meeting with business.

Examples of important correspondence (invitations) to school and community participants appear on pages 15 - 17. Teachers from Watertown's parochial schools and the area vocational-technical school were also invited to participate.

Participating businesses and industries were trained for the day by providing them with information sheets on how to conduct B-I-E Day activities at their sites. These information sheets included points on how to tell the firm's story, suggested media for use, and a preparation check list (see pages 18 - 21).

Implementation

A schedule for the April 26 inservice program appears on page 22. A list of Watertown employers who hosted the school personnel appears on pages 23 - 24. Participation level of the school personnel was excellent and the group included some parochial school and area vocational-technical school teachers.

Community hosts as well as school personnel were invited to attend the wrap-up activities and social hour held at the Watertown Country Club.

Evaluation

Participants evaluated this training experience at a short meeting which followed the site visitations. The evaluation form used in Watertown, which was developed at the Center for Vocational, Technical, and Adult Education,

UW-Stout, is presented on pages 25 - 27. Results were very favorable. Many participants suggested making it a full rather than half day training program so that each person could visit 2 or 3 different business and industry sites. At a follow-up meeting in early May, educators discussed the training activity with their business and industry hosts.

Watertown Area Chamber of Commerce

P. O. Box 307 WATERTOWN, WISCONSIN 53094 Telephone 261-6320 :: Area Code 414

Attention! Business and Industry Representative:

If you will recall, we contacted you last spring about an exciting program of Business, Industry and Education joining hands to give Educators an opportunity to better understand the Business and Industry of the community.

A great deal of interest has been generated and we are proceeding in the planning for a special day on April 26th for Educators to "Visit and Learn" about your type of operation.

All signs are "go", and the following is an outline of activities completed and the scheduled dates.

1. Board of Education has approved of program and established the date.

2. A committee of business and industry leaders and educators has been appointed and has met to give input into our planning.

3. Letters and reservation forms have been agreed upon for surveying teacher interest and areas of participation. These will be distributed by March 13th, to be returned by March 20th.

4. Outlines for Business and Industry will be distributed to participants the week of March 21st to assist you in your plans.

5. There will be a general breakfast meeting on April 17th at which time each industry will have a list of participants and final details will be completed.

6. There will be an evaluation following the day's activities and details of that plan will be developed and disseminated at the time you receive your outlines.

With this progress, can we continue to count on you as a supporter of this community-wide project?

Any questions you may have may be directed to Mr. Reno Sukow, Chamber of Commerce, 261-6320; Mr. John Katisch, Lindberg, 261-7000, or Eileen Scott, MATC-Watertown, 261-3776.

Sincerely,

Eileen M. Scott
B-I-E Chairman

John J. Katisch
John J. Katisch
B-I-E Co-Chairman

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S:r

Watertown Area Chamber of Commerce

P. O. Box 307 WATERTOWN, WISCONSIN 53094 Telephone 261-6320 :: Area Code 414

Dear Educator:

Watertown Area Business and Industry welcomes you to the Business - Industry - Education Day planned for --

Wednesday, April 26, 1978

PROGRAM

1:15-1:30 - Meet at assigned host firms or business for tours and workshops

3:30-3:45 - Gather at the Watertown Country Club for a B-I-E evaluation meeting and social hour

4:30 - Adjourn

Representatives of Watertown Area Business and Industry consider B-I-E Day a unique opportunity to tell their story to you strengthening the relationship between education and the business community, and give greater relevance to the basic academic teaching.

The format will include a well organized short tour, followed by a seminar type discussion after which we will adjourn to the Country Club for completion of evaluation and a social hour. We will strive to provide a most informative afternoon for you and are looking forward to your participation. Please complete and return the attached reservation form to your school's representative by April 7, 1978. Please indicate your first, second and third preferences or specify any other personal interests. You will receive notification of your assigned firm or business host by Friday, April 21, 1978.

We are looking forward to sharing this afternoon with you with what we believe will be informative for all.

Sincerely,

Eileen M. Scott
B-I-E Chairman

John J. Katisch
B-I-E Co-Chairman

S/r

Attachment

RESERVATION FORM

Please return to your school's Career Representative by April 7, 1978

BUSINESS -

INDUSTRY -

EDUCATION -

DAY - WEDNESDAY, APRIL 26, 1978

# # # #

TELLING YOUR STORY OF BUSINESS ON B-I-E Day

The following suggestions may be helpful in deciding how to tell your story of business on Business-Industry-Education Day.

1. Emphasize these points in telling your story of business to educators.
   a. What business contributes to the community
      Taxes: Schools, sanitation, police, streets, and parks
      Charity Donations: Donations to United Way, youth groups, etc.
      Cultural: Libraries, museums, performing arts, lectures
      Employement: Jobs for men and women, including the physically handicapped and aged workers
      Payrolls: Brings to the community more doctors, ministers, and other professional men. Also brings better standard of living through more retail store,s greater selection of products, more transportation facilities, and more varied entertainment and recreation.
      Civic leadership: Businessmen contribute their know-how and resources to civic betterment.

   b. The functions of business management
      Must satisfy consumers, investors, and employees.
      Must make decisions on production, sales, finance, and research
      Must be responsible to the Board of Directors representing stockholders.

   c. The current and long-range problems of business in our community and throughout the country
      Profits: Adequate provision for providing for cost of materials, wages, distribution, earnings for investors, replacement for machinery, and future expansion.
      Production and productivity: Greater production means lower costs per unit and cheaper prices, as well as more sales and more jobs.
      Human relations: America has mastered assembly line production techniques. Human engineering is now being improved to give employees recognition, better working conditions, and other work satisfactions.
      Trend toward collectivism: In recent years government has become more important in business and industry through stricter controls, operations of competing businesses, and taxing to provide social benefits.
      Government taxation and spending: At present individuals pay___% of their income in various taxes. Business firms also pay huge taxes. Government spending for hundreds of projects is subject to question.

   d. The importance of maintaining freedom in America
      Freedom guaranteed by Constitution, including the Bill of Rights.
      America provides opportunity for everyone willing to work.
      Initiative, hard work, ingenuity, and intelligence still pay off in America.
      Free competition must be preserved in our enterprise system.

2. The business story can be told in parts during B-I-E Day.
   a. In the President/Plant Manager's greeting to the teachers
   b. In the tour of various departments of the plant or store
   c. At the discussion sessions

SUGGESTED MEDIA FOR HOST FIRMS TO USE IN TELLING THEIR BUSINESS STORY

Media used for telling the business story should, of course, be adapted to the time, place and particular message. In each case, however, effort should be made to get over the important points by making strong, colorful, and lasting impressions. Effective use may be made of the following:

1) Signs, which tell the cost of a machine or other items

2) Maps, with ribbons extending from the community to places where products of the plant are sold. Ribbons may also show where raw materials are obtained.

3) Charts, with silhouettes of men, stacks of coins, pictures of products, sales dollar "pie" and symbols of public services provided by business taxes.

4) Graphs, showing trends of sales, wages, costs of materials, company growth, and taxes.

5) Photographs of plants, employees at work, employee picnics, athletic tournaments, cafeterias, steps in making products, company officers, and plant dispensary.

6) Booklets, including annual reports, company history, products, vocational guidance, free enterprise, citizenship, and Americanism.

7) Periodicals, such as house organs, trade journals, President's letter to employees, and special bulletins.

8) Motion pictures on specific industries, management functions, opportunity in America, science and invention, history of America, free enterprise, and our standard of living.

9) Special displays of products, raw materials, packaging.

SUGGESTED WAYS FOR HOST FIRMS TO TELL THEIR FINANCIAL STORY ON B-I-E DAY

A Summary of_____

	Total	Per Cent	Per Worker
A. We received from our customer.	$62,430,507	100%	$10,143
In buying our products our customers paid the following costs:			
B. Cost of goods and services bought from others	32,463,864	52%	5,275
C. Cost of Government Taxes	1,872,915	3%	304
D. Cost of Tools wearing out depreciation & obsolescence. . .	1,248,610	2%	203
	$35,585,389	57%	$ 5,782
Remaining income divided between:			
E. Cost of human energy (payrolls, pensions and benefits)	23,723,593	38%	3,854
F. Cost of using tools (dividends, and seed money for future expansion)	3,121,525	5%	507

Per cent of distribution income to workers 89%

Per cent of distributable income to owners . . . . . 11% (of which about one-half is left in the business)

X X X X X X X X X X X X X X X X

In_____We Received From All Sources $_____

HERE IS WHAT HAPPENED TO OUR INCOME DOLLAR

We paid out___cents of each dollar for materials, services, and other expenses.
We paid out___cents of each dollar in payrolls for production.
We paid out___cents of each dollar for dividends to stockholders.

We paid out___cents of each dollar in taxes.
We paid out___of 1 cent of each dollar for interest.
We set aside___cent of each dollar for depreciation and replacement.

After making all of the foregoing payments, we had left___cents of each dollar for the improvement and growth and new equipment to increase worker efficiency and total product of our company.

from the U.S.Chamber booklet on B-I-E Day planning
Watertown Area Chamber of Commerce

CHECK LIST FOR HOST FIRMS

B-I-E Day, April 26, 1978
Sponsored By:
Business-Industry-Education Committee
Watertown Area Chamber of Commerce

Preparing each plant and company for the teacher-guests is an important step in B-I-E Day planning. Not all companies will find it necessary to do all the things suggested below. All companies will find it necessary to do some of them. This check list is for convenience in completing the necessary tasks.

( ) 1. Is the top executive taking part throughout the whole day?

( ) 2. Have the entire plant and grounds been put in perfect condition to emphasize cleanliness, neatness, and other pleasant working conditions?

( ) 3. Have rest rooms been cleaned, adequately supplied and clearly marked? Bear in mind that both men and women will be in the inspection party.

( ) 4. Has tour route been selected and clearly marked with direction arrows or aisle signs?

( ) 5. Has a timetable of the day's program been prepared and made ready for distribution in reception room? Have copies of this program been sent to your assigned teachers so they can know in advance what to expect? (this has not normally been done in the past, due to lack of time.)

( ) 6. Have guides been thoroughly briefed with a "tour script" giving the story of the company processes, policies, and practices and indicating points of interest to emphasize?

( ) 7. Have danger spots along the tour route been clearly marked or roped off? If needed, are safety glasses available?

( ) 8. Have smoking regulations been decided on and made clear to all guests by signs or orally?

( ) 9. Has a map or chart of tour been prepared for guests showing location and names of departments, types of machines, products made, services performed?

( )10. Have simple, descriptive signs been prepared to place along the route, identifying machines and operators; and also to help tell the business story of costs, profits, jobs, and working conditions?

( )11. Have exhibits, including charts and pictures, been prepared summarizing such topics as source of raw materials, steps in manufacturing process, how the company dollar is spent, the profit story, payroll and personnel facts, safety record,etc.?

( )12. Have bulletin boards been cleared of obsolete material and posted with current employee literature, photos of employee activities, and other pertinent information?

BUSINESS-INDUSTRY-EDUCATION DAY
WEDNESDAY, APRIL 26, 1978
BASIC PROGRAM OUTLINE

1:30 P.M. Educators arrive at your plant, office or store

Welcome by chief executive, including narrative of Company's history and growth; description of products or merchandise operations or services offered; statistics on employees, wages and taxes paid; organizational structure.

Tour of Departments or Business

Coffee/Soft Drink Break

Topics should be followed by question and answer period (involve as many of your people as possible)

"Our Employment & Training Procedures" by _____ (Hiring, education, training and advancement; aptitudes and interests required for special jobs; employee benefits)

"How We Sell" by_____(Meeting and anticipating consumer and customer; problems demanding initiative, research and freedom to try new methods; designing and engineering, meeting competition; duties of management)

"The Problems of Business" by _____(The economic system--government controls; taxation and spending; profits after costs; risks and break-even points; distribution; productivity)

"What Business and Industry Contribute to This Community" by _____ (Payrolls: taxes paid; generous support of charitable, civic and health programs; dependence of community on these and other contributions)

Message of appreciation and summary by Program Coordinator.

3:30 P.M. to 3:45 P.M. Gather at the Watertown Country Club for a B-I-E evaluation meeting and social hour

4:30 P.M. Adjourn

Watertown Area Chamber of Commerce

P. O. Box 307 WATERTOWN, WISCONSIN 53094 Telephone 261-6320 :: Area Code 414

BUSINESS - INDUSTRY - EDUCATION DAY

Wednesday April 26, 1978

PROGRAM

1:15-1:30 - Meet at assigned host firms or business for tour and workshops

3:30 - B-I-E Evaluation Meeting and social hour Watertown Country Club

4:30 - Adjourn

List of Host Firms or Businesses are:

City Government	Watertown City Hall	106 Jones Street
Accounting	Virchow-Krause	203 N. 3rd Street
Architectonics	Durrant Assoc.	1517 Doctors Court
Retailing	Keck Furniture	110 Main Street
Horticulture	Garden Path	202 W. Main Street
Finance-Real Estate	First State Savings	600 Main Street
Medical Care	Watertown Hospital	125 Hospital Drive
Medical Services	Bethesda	700 Hoffmann Drive
Printing	Plate-Forms	208 W. Main Street
Restaurant	McDonalds	625 Church Street
Recycling	Loeb Ind.	1110 S. 10th Street
News Media	Watertown Daily Times	115 W. Main Street
Job Service & Contractors	Job Service Office	119 N. 3rd Street
Automotive	Schmidt-Matteson	320 Summit Avenue
Manufacturing	Sealy Mattress	401 Dayton Street
Bottlers and Distributors	WisPak	860 West Street
Veterinary	Foster and Bauman	1147 Boughton Street
Travel	Top Travel	115 N. 4th Street

Watertown Area Chamber of Commerce

P. O. Box 307 WATERTOWN, WISCONSIN 53094 Telephone 261-6320 :: Area Code 414

Capital Equipment	Lindberg	304 Hart Street
Metal Fabricator	Watertown Metals	1141 S. 10th Street
Plastics	Lewisystems	426 S. Montogomery
Manufacturing	Brandt	705 S. 12th Street
Electronics	Durant Digital	912 S. 12th Street
Die Casting	Johnson Controls	1007 S. 12th Street

The above is the program for B I & E Day, listing the subjects, business participants and their addresses. The sujects are all the first choices of the educators.

Watertown Area Chamber of Commerce

Business Industry and Education Committee

Reno Sukow

Reno Sukow

Executive Secretary

EVALUATION

Business - Industry - Education Day

Directions: Mark your responses with a check mark (✓) or as directed. If you work in business or industry, omit items 2-4. There is space at the end of this form for comments and suggestions.

1. In what field do you work?

____ 1. Business/Industry, please go to item 5.
____ 2. Education, please go to item 2.
____ 3. Other_____, please go to item 2.

2. If you are in education, in which system do you work?

____ 1. Private school system.
____ 2. Public school system.
____ 3. VTAE system.

3. If you are in education, in what position do you work?

____ 1. Administrator, please go to item 6.
____ 2. Counselor, please go to item 6.
____ 3. Elementary Teacher, please go to item 6.
____ 4. Middle/Junior/Senior High School, please go to item 4.
____ 5. Other _____

4. If you are a Middle, Junior or Senior high school teacher, in what area do you do most of your teaching?

____ 1. Art
____ 2. English and/or Foreign Language
____ 3. Math
____ 4. Music
____ 5. Physical Education
____ 6. Practical Arts (Business education, Home economics and Industrial Education which are not vocationally oriented).
____ 7. Science
____ 8. Social Studies
____ 9. Vocational Education (Capstone)
____ 10. Other _____

_____

5. Are you a school board member?

____ 1. Yes
____ 2. No

- over please -

6-15. Directions: Read each of the statements. Respond based on your opinions. Use the responses below. Circle the number which indicates your response.

1 = SD = Strongly Disagree
2 = D = Disagree
3 = U = Undecided
4 = A = Agree
5 = SA = Strongly Agree

STATEMENTS	Responses SD 1	D 2	U 3	A 4	SA 5
As a result of my participating in Business - Industry - Education Day, I found that:					
6. basic education skills need more emphasis . .	1	2	3	4	5
7. higher performance standards need to be established for students	1	2	3	4	5
8. classroom learning can be made more meaningful by including examples and problems from local business and industry	1	2	3	4	5
9. business and industry can provide effective learning experiences for high school students	1	2	3	4	5
10. persons working in business and industry can be valuable resource people for improving our school curriculum	1	2	3	4	5
11. this experience gave me a better understanding of how educators and persons from business and industry can work together to improve our school program	1	2	3	4	5
12. there is a need to improve communications between business, industry and education . .	1	2	3	4	5
13. educators need to become more knowledgeable of business and industry	1	2	3	4	5
14. Business and industry needs to become more more knowledgeable of education	1	2	3	4	5
15. an understanding of business and industry will help educators to do a more effective job	1	2	3	4	5

16. Should persons from business and industry be invited to spend a part of a day in our schools next year?

____ 1. No
____ 2. Undecided
____ 3. Yes, what should be included on the agenda? _____

please go on to the next page -

17. What did you learn from your participation in Business - Industry - Education Day?

18. How could this program have been improved?

Development Of A Locally Produced Slide/Tape Presentation Of Community Career Opportunities.

Need

Many of the communities developing K-12 career education programs are finding a need to localize information on the kinds of career opportunities available to their students. One of the most effective ways to do this, and to involve students and teachers in the process of gathering the necessary information, is to develop slide/tape presentations on local career opportunities. This "training by doing" activity directly involves local businesses and industries and helps to build a closer relationship between schools and the community.

Objective

The major objective is to develop a slide/tape presentation on local career opportunities for classroom and community/teacher group use. An additional objective is to provide training for staff and community people in an important facet of career education: collecting and using information about local Chamber of Commerce and service organizations. This can help strengthen the image of the school as an institution concerned with the future citizenry of the community, particularly their attitudes toward and knowledge of work and the free enterprise system.

Planning

The Education Committee of the local Chamber of Commerce can act as the agency for the organization of this training activity. Other groups can also be used for this role. In Sheboygan and Kimberly, sub-committees to develop the production were formed. An assignment was given to some of the members of the sub-committee for writing the script for the presentation; others were responsible for contacting the members of the Chamber for any existing slides they might have available for duplication which showed workers performing various duties in their firms. Some members were assigned to contact firms and take photos which were not available from existing business files. A copy of the letter to the Chamber members in Sheboygan soliciting slides and explaining the project appears on page 30.

The committee established the following time-line schedule for the production:

Letter sent to businesses	Feb. 1
Pictures due	Feb. 16
Screening of slides	Feb. 20
Narration completed	March 15
Complete slide collection	March 15
Complete 1st critique	May 15
Second critique	June 15
Complete program	August 15
Presentation to teachers	Sept. 1 & 2

Monthly reports of progress on the productions were made to the Education Committee.

In other school districts, students of photography and journalism classes have been responsible for the major portion of the production. This enables students to get a first-hand look at businesses and meet key community people. Port Washington used this method for much of their slide/tape program.

The Sheboygan presentation was developed for about $100.00 which was donated by the Chamber of Commerce. A local radio station offered the use of their studio and an announcer to read the narrator portion of the script. A team of three non-committee members critiqued the final product before it went into the schools, and recommended changes. Three professional public relations people from Sheboygan served on the panel.

Implementation

When the presentation is completed and ready for use, arrangements should be made to show the production to all staff members and community leaders who might be able to use it in their classrooms or at community meetings. In Sheboygan this was done during preservice sessions for teachers and administrators in September. An announcement of the availability of the presentation should also be made to the general public via radio and newspapers. An offer to make a presentation to local parent and service organization should also be made. Circulation of the program can be coordinated by the career education coordinator, LVEC, guidance counselor or other identified person.

Evaluation

Although no formal evaluation of the success of Sheboygan's slide/tape presentation was made, its use by many classroom teachers and community groups has been extensive. The Sheboygan production has been borrowed by numerous school districts and has served as a model for other local productions. Similar productions have been very favorably received by other communities in which such a presentation has been developed.

Dear Sir:

The Education Committee of the Sheboygan Area Chamber of Commerce is in the process of developing a slide/sound presentation dealing with Sheboygan and the Career opportunities available for our young people. Even though we will be taking some of the necessary photographs ourselves, we would like your help in providing us with available items you may have in your files.

Specifically, we are looking for about a dozen in-house shots of your employees at work at various work stations or machines which represent a cross-section of the various types of employment available to people in your firm--both professional and labor occupations. All slides will receive the utmost care and will be returned to you when our project is complete.

Please send your slides to Bud Mattieu at the Chamber of Commerce, 531 North Eighth Street, Sheboygan, WI 53081 by February 16, 1976.

Many thanks for your help in this matter.

Yours truly,

Allen I. Stessmann
Career Education Coordinator

Cooperative Development Of A Community Resource Directory For Use By Teachers, Administrators And The Community

Need

Although some teachers use community resources quite regularly, there exists, in many school districts, no well organized listing of available resources. As school districts begin to become involved in career education strategies it is also important to provide suggestions as to how these resources might be used in the classroom.

Objective

The major training objective is to give teachers the opportunity to meet area business people and become more familiar with business operations, resources, and job opportunities for students. Other objectives are:

To develop an organized guide of local businesses which could supply materials and personnel for classroom career education activites.

To develop a directory which would provide useful, up-to-date information for students and teachers regarding career opportunities and a list of important contact people in each business listed.

Planning and Implementation

During a two-week workshop a good local community resource directory can be developed. The Sheboygan schools held summer workshops to accomplish the task. Each day, a team of one to four participants spent the morning (pre-arranged) visiting a local business or industry. The format usually included a visit with the personnel manager or a designee, a tour of the facility and a post-tour session with a management person. The kinds of information sought for the directory included: 1) Brief History, including some information about the organization of the company, 2) Employment Policies, Requirements, and Procedures, 3) Characteristics Sought in Employees, 4) Types of positions Available and General Duties, 5) Working Conditions, 6) Training Programs, 7) Opportunities for Handicapped People, 8) Salaries and Fringe Benefits, 9) Promotion and Advancement, 10) Employment Outlook, 11) Reasons for Most Terminations, 12) Whom to Contact for Further Information, Guest Speakers, or Small Group Visitations.

During the afternoon, the team met to go over their notes, organize the information acquired and type the information into final form for later duplication and inclusion in the directory. The participants spent a portion of

a faculty meeting explaining the completed directory and its use to other staff members.

In a larger community, a sample of the major as well as smaller employers should be visited. In Sheboygan, some 60 sites were visited and included in the local guide. A sample page from Sheboygan's directory appears on page 33.

Another, less personal, method for the development of a guide would be to select the businesses from the yellow pages and to send the company president or personnel manager the form along with a letter explaining the goals of the project. This method, if followed up, can provide a good guide, but personal contacts made by staff and administrators can be a very effective method of training or "learning by doing." A sample information gathering form is provided on page 34. This form could also be used to update and expand the guide on an annual basis. An increase of 10% in the number of listings each year would be reasonable for the first few years.

Evaluation

Sheboygan held a workshop like this for two consecutive summers, and each was evaluated. The results of both evaluations were extremely positive as can be seen from the summary of each on pages 36 and 37.

GEORGIA PACIFIC CORPORATION
1921 Erie Avenue
Sheboygan, WI
457-5544

The Georgia Pacific Corporation is a forest products company with plants scattered throughout the United States. The company markets plywood, chemicals and paper products. Nationwide, the company employs 35,000. In the Sheboygan plant, about 90 are employed, 65 of which are hourly employees.

The Sheboygan plant produces only corrugated shipping containers and is presently expanding to have production capabilities of 615 million square feet of corrugated packaging material, double the present capability.

Employment opportunity here is presently static because the company offers good wages, fringe benefits and working conditions. Employees tend to remain at the job. Because of the expansion, by 1979, about 15 new employees will be needed.

A prospective employee must go through the regular process of application and must be of good physical health, demonstrate dependability and have the ability to communicate with others.

Production workers receive on the job training and good employees do have the opportunity to move to a higher paying job as openings occur.

New employees are placed on a 90 day probationary period. Most terminations occur because of inability to follow instructions and inability to do the required work.

Contact: Doug Thom, general manager
Chuck Kogar, sales manager

Tour arrangements can be made for interested persons and projects.
Arrangements can be made to have a company representative come into the classroom.
Films, film loops, brochures and slides available for classroom use.
AV materials deal with the wood products industry and industrial safety. Can be well used for Career information in this area.
Careers in Conservation also related to this industry.

Activities:

Careers in Conservation materials available.
Develop a display of paper products in your school with help from Georgia Pacific.
Working conditions in a factory setting. Likes and dislikes of individuals.
The application of METRICS in industry (box sizes, tooling, etc.)
Careers in DRAFTING information available here.
Bulletin board display of paper industry career opportunities.
How can a treet become an important economic item (raw product to consumer use item)

SURVEY FOR IDENTIFYING COMMUNITY RESOURCES
AVAILABLE TO PUBLIC SCHOOLS

FIRM NAME _____

ADDRESS _____

TELEPHONE _____ NUMBER OF EMPLOYEES _____

CONTACT PERSON _____ TITLE _____

1. Please briefly describe the major products and/or services of your firm.

2. Would someone from your firm be willing to help teachers and counselors gain a better understanding of your firm and its role in the economy?

   Yes ____ No ____

3. Does your firm have any materials describing the firm's organization, jobs, etc., which you would be willing to provide for use in school libraries?

   Yes ____ No ____

   What kind(s) of materials are available? (If feasible, please send samples of available materials such as annual reports, etc.)

4. Would someone be willing to assist teachers and counselors in developing resource materials on occupations and careers for use in school classrooms?

   Yes ____ No ____

5. Would you or another representative of your firm be willing to discuss economic issues, careers, etc., with students in a classroom setting?

   Yes ____ No ____

   What restrictions would there be?

6. Would your firm be willing to provide tours for student groups?

   Yes ____ No ____

   What restrictions would there be (e.g., grade levels and number of students)?

7. Would your firm be willing to set up any unpaid short-term on-site learning experiences (ranging from 3 days to 3 weeks) for high school students?

   Yes ____ No ____

   What kind(s) of positions?

   How many students could you accommodate? _____

   For what length of time? _____

   What special conditions would there be?

8. Are any part-time jobs for high school students ever available?

   Yes ____ No ____

   What kinds of jobs?

   How is application made?

9. Would your firm be interested in participating in an in-service program to update teachers and counselors on the local economy and job market?

   Yes ____ No ____

   Please check all the kinds of involvement interested in.

   ____ Professional growth course - 10-30 hours
   ____ Morning or afternoon seminar
   ____ On-site visitations by groups
   ____ Full-day shadowing by individuals
   ____ 2-3 week internships
   ____ Other (please explain _____).

10. What type of input could your staff members provide for such an in-service seminar or course? (Check all that apply and suggest additional input).

   ____ Analyze the local economic development picture
   ____ Share consumer and/or environmental concerns
   ____ Discuss the impact of inflation/recession on business
   ____ Talk about the needs of youthful workers, i.e., their strengths and weaknesses in an organization
   ____ Discuss employment practices
   ____ Other (please list _____).

RESULTS OF THE EVALUATION OF THE SUMMER 1976
PLANT VISITATION CAREER EDUCATION WORKSHOP.

During August, 1976, 30 Sheboygan area teachers and administators participated in a two week workshop which involved visitations to almost 50 Sheboygan area businesses, industries and services. Each participant visited six sites with a small group and developed a report which includes information of value to teachers and students. The reports will be printed and will be available shortly for classroom and community use.

Two evaluations of the course were conducted - one by UW-Oshkosh which will be presented first and a pre and post evaluation by UW-Stout, the third party evaluators for the Career Education project. Here are the results of those evaluations and comments by the participants.

EVALUATION * UW-OSHKOSH

The participants after the completion of the workshop were asked to rate the following statements on a scale of 1 (strongly disagree) to 5 (strongly agree). The numbers after the statement indicate the average response (mean).

1.	The content of the workshop was relevant.	4.67
2.	The information learned in this workshop should be useful in my teaching.	4.42
3.	The handouts were useful.	3.57
4.	Working in small groups was an excellent way to cover and write up the field trips.	4.92
5.	The field trips were useful.	4.91
6.	The workshop was well organized.	4.54
7.	The workshop helped me to become familiarized with area businesses and industries.	4.92
8.	It was very useful to have an opportunity to exchange information between industry and education.	4.58
9.	The resource guide should be useful to students seeking information about employment opportunities in the area.	4.50
10.	There was good group interaction.	4.33
11.	Every school educator should participate in a similar workshop.	4.13

What did you like about the workshop?

Visiting industries & discussing employment policies.
Excellent workshop-any comment would be picking
Getting to know the industries-I learned alot of new things about what is manufactured in Sheboygan
I found out what takes place inside Sheboygan businesses and industries.

Summary of Evaluations from Business and Industry Relative to the July 21, 1975 - August 1, 1975 Seminar in Career Education-Community Resources

Requested - 56
No. of Responses - 39

SD = Strongly Disagree
D = Disagree
U = Uncertain
A = Agree
SA = Strongly Agree

Statement	No Answer	SD	D	U	A	SA
1. The information collected will be of value to area high school students in our opinion.	2 5%	0 0%	0 0%	1 2%	25 64%	11 29%
2. The visits provided a good opportunity to create better communication between education and industry.	1 3%	0 0%	0 0%	2 5%	18 46%	18 46%
3. Current and accurate information is extremely important in aiding a young person to locate suitable employment.	1 3%	0 0%	1 3%	2 5%	13 33%	22 56%
4. The workshop should be repeated in Green Bay in two years (summer of 1977).	3 8%	0 0%	2 5%	7 18%	20 51%	7 18%
5. We would be willing to participate in the program again.	2 5%	0 0%	0 0%	1 3%	27 69%	9 23%

Development Of A Speakers' Bureau Arranged By Cluster Area

Need

The need to involve more non-school people in the schools has been well accepted. One of the best ways to expand the horizons of students and to provide them with up-to-date career information is to bring people from the community, who are practicing in the areas of career interest to students, into the classroom as resource people. This also provides the opportunity for resource people to become familiar with the school programs in general and the career education efforts of the school in particular.

Objective

The objective of this activity is to provide each classroom teacher with an up-to-date listing of community resource people in each of the USOE Career Cluster areas. The list can then be used, as needed, by each teacher, either for small group meetings with the resource persons or for larger group encounters.

Planning

Development of a local speakers' bureau can be a good "learning by doing" training activity for teachers and counselors and might be done in conjunction with the larger task of developing a complete community resources directory. To begin, a list of companies should be categorized into career cluster areas. (Many of the larger businesses and industries will have people within their organizations who fall into more than one area.) A letter should then be sent to the firms describing the nature of the proposed resource list and asking for their cooperation in providing names of people from their organization who could provide speakers to the schools when requested in as many of the cluster areas as possible. Many companies may have people available for five or six clusters. The Oregon (WI) Resource Guide also lists parents and teachers who are qualified to speak in a variety of areas.

Implementation

When all of the firms have responded it is an easy matter to organize the volunteers into cluster categories similar to the list from Waukesha (page 40). This list should be continually updated and expanded. This is a good curriculum development activity. It provides an opportunity for staff

members to go into the community to solicit, in person, names for the list. Teachers can learn a great deal about the community from such visitations and contacts.

Teachers who participate in developing the speakers' bureau can distribute the list and provide training on its use for the entire faculty at a regular or special school staff meeting.

A brochure such as the one on page 41 from Sheboygan should be sent to each of the names listed in the directory. This will help to prepare them for interesting productive classroom presentations.

Evaluation

Speakers' lists and directories have received a great deal of use in the communities in which they exist. Sheboygan teachers use a great number of speakers for all grade levels and have been most pleased with the quality of the presentations made by the community people.

An evaluation of the bureau would focus on frequency of use by the staff and the quality of speakers included in the list. The latter information would be valuable in subsequent revisions and updates of the list.

Example page from speakers bureau list

14. PUBLIC SERVICE

Speakers:

1. Police Science, Waukesha County Sheriff Department
2. Fay Flood, Social Worker
3. Mike Kiser, West Point
4. Careers in Military, Representatives from all branches of service. (Army, Navy etc.)
5. Wisconsin State Employment Office
   Mr. Dennis Hammers
   Phone: 544-8651

Business or Industry

1. City Attorney
   201 Delafield Avenue
   Waukesha WI 53186
   Phone: 547-2201
   Mr. Gerald T. Janis
2. Mayor -- City Hall
   201 Delafield Avenue
   Waukesha, WI 53186
   Phone: 547-2201
   Mr. Paul G. Vrakas
3. Waukesha Public Works Department
   201 Delafield Avenue
   Waukesha, WI 53186
   Phone: 547-2201
   Mr. Rodney Vanden Noven
4. Waukesha Water Utility
   115 Delafield Street
   Waukesha, WI 53186
   Phone: 542-6643
   Mr. Joseph H. Kuranz
5. Waukesha Natural Gas Company
   225 South Street
   Waukesha, WI 53186
   Phone: 544-7300
   Mr. Allan B. Spencer
6. Wisconsin State Employment Office
   137 Wisconsin Avenue
   Waukesha, WI 53186
   Phone: 544-8651
   Mr. Dennis Hammers

15. TRANSPORTATION

Speakers:

1. Truck Driving -- Trucking Business
   R. Dance, General Manager, Peterbilt Trucking
2. Wisconsin Coach Lines
   Mr. Stanley Altenbern
   Phone: 542-8861
3. Mr. Homer Wals

SPEAKERS:

Information of Interest to Students

Elementary Grades K-6

- What are the duties of the various occupations in this business?
- What are the working hours?
- Must special clothing be worn on any of the jobs?
- What tools and equipment are used?
- What are the working conditions--indoors, outdoors, noise, temperature, dampness, dust, etc.?
- Is any of the work dangerous?
- In what ways does the employee depend on other people to help him do his work?
- In what ways do others depend on the work he does?
- How does society benefit from this business?

Secondary Grades 7-12

In addition to any or all of the above:

- How are the subjects that are taught in school useful in this occupation?
- Which subjects tend to be the most helpful?
- What kinds of interests and abilities might help a person be successful in this business?
- What are the physical demands of this work?
- What personal qualities are important in this business?
- What are the rewards of this type of work? The drawbacks?
- What do you see in the future in regard to your business?
- What jobs could young people do to help prepare them for this type of work?
- What general salary range, fringe benefits, and vacation time are typical of this occupation?
- What are the opportunities for advancement?

Development Of Elementary Level Career Education Activities Using Community Resources For Career Education

Need

Teachers and community resource people need to become more familiar with career education concepts, and to become more knowledgeable about the implications of career education for elementary school age youngsters.

Objective

The objective of this training activity, as implemented in Kimberly, is to acquaint teachers of all grade levels with career education concepts and to have teachers go into the community to determine how their regular classroom activities could be enhanced by the infusion of career education concepts and resources.

Planning and Implementation

Teachers in Kimberly spent two weeks during the summer looking at their curriculum and were asked to develop activities for their "community helpers" and "self awareness" units which could be enhanced through the use of community resource people and field trips. Teacher visits to community employers facilitated this development.

The teachers developed an extensive guide for each of the career education concepts for each grade level, making use of community resources, field trips and in-class activities. They also discovered better ways in which to use AV materials available to them in their community. Four of the activity sheets in the Kimberly guide appear on the following pages. These should serve as a guide to other school districts interested in conducting a similar workshop which emphasizes the "learning by doing" approach to training for community collaboration.

Evaluation

An instrument such as the "Staff Involvement Survey" in the WCEC's AE Kit could be adapted to measure teachers' familiarity with career education concepts. The "Workshop Evaluation" in the AE Kit could be adapted for a participants' evaluation of the workshop.

After the guide has been implemented, evaluation will focus on extent of teacher use of the activities and the impact of the activities upon elementary students.

UNIT Career Education GRADE Second

TOPIC: The Grocery Store

GENERAL OBJECTIVE: The student will become aware that his response to learning projects into his future accomplishments. The student will discover that different kinds of work require varying degrees and types of educational preparation.

CAREER OBJECTIVE: Education and work are interrelated.

CONTENT OR MEASURABLE OBJECTIVE: The student will be able to identify five job classifications in a grocery store. The student will be able to describe each grocery store employee's job.

TEACHING-LEARNING ACTIVITIES:

1. Discuss the number of workers in a grocery store.
2. Describe the job of each worker in the store.
3. Describe the education each worker must be skilled in.
4. Discuss how the workers need to work together.
5. Discuss the number of goods a grocery store handles.
6. Set up a play grocery store. Choose people to be clerks, packers, markers, meat wrappers, shoppers, etc.
7. Make signs advertising goods for sale.
8. Visit a neighborhood grocery store and look for different jobs.

STUDENT ASSIGNMENT:

The students will look for pictures about the different jobs necessary in a grocery store and make a mural.

RESOURCES:

Books: "The Grocery Store" by Price
"The Food Store" by Witty
"The Grocery Mouse" by Clymer

Filmstrip: The Grocer

Community Resource Directory or yellow pages.

EVALUATION:

1. List five workers in the grocery store.
2. Describe each of the five workers listed above as to their job in the grocery store.

UNIT: Career Education GRADE: Second

TOPIC: Community Helpers

GENERAL OBJECTIVE: The student should become aware that there are different kinds of work and different meanings work may have for individuals.

CAREER OBJECTIVE: Work means different things to different people.

CONTENT OR MEASURABLE OBJECTIVE: The student will be able to identify at least five community helpers. He will be able to categorize workers into producers of services and producers of goods.

TEACHING-LEARNING ACTIVITIES:

1. Have each child make a list of the things he or she did from the time he got up until he arrived at school.
2. Have the children look for helpers in going to and from school and place a composite list on the chalkboard.
3. Have the children collect pictures of workers and put them into groups of producers of services and producers of goods.
4. Make community worker puppets and dramatize.
5. Have each child choose an occupation he believes he would like to do and make a picture of it.
6. Discuss volunteer work and working for money.
7. Make a mural showing workers in the community.
8. Write about your favorite community helper, and arrange for small groups of students to visit their favorite community helper on site.

STUDENT ASSIGNMENT:

Worksheets: Who Am I?

What Am I?

Grandma's Attic

Jeremy's First Big Job

What Do You Need?

Learning From Others

Today

UNIT: Career Education GRADE: Second

TOPIC: Dental Health

GENERAL OBJECTIVE: The student will begin to recognize that occupations develop from needs of society. The student will be able to describe the equipment used by a dentist.

CAREER OBJECTIVE: Occupations exist for a purpose.

CONTENT OR MEASURABLE OBJECTIVE: The student will be able to tell the importance of having good teeth. The student will be able to list foods which help build strong teeth and those which do not.

TEACHING-LEARNING ACTIVITIES:

1. Discuss how a dentist fills a need.
2. Describe the equipment a dentist needs.
3. Discuss the structure of a tooth. (Use school nurse's kit.)
4. Make a bulletin board of pictures of a dentist.
5. Make a bulletin board showing good and bad foods for teeth.
6. Write a short story about your experience at the dentist.
7. Visit a dentist's office and have him/her explain his equipment.

STUDENT ASSIGNMENT:

The student will make a list of other people and their work that a dentist relies upon to perform his services.

RESOURCES:

Books:
"Your Wonderful Teeth" by Schloat
"I Want to be a Dentist" by Greene
"A Visit to the Dentist" by Garn

Filmstrips:
Your Teeth and Their Care
Let's Visit the Dentist
The Teeth and Eating
Tale of a Toothache

Record: Let's Talk About Your Teeth (Filmstrip)
Yellow Pages of phone directory

EVALUATION:

1. Describe a dentist's office and his equipment.
2. List five good foods and five bad foods for strong teeth.

UNIT: Career Education GRADE/SUBJECT: Three/Social Studies

TOPIC: Career Awareness

GENERAL OBJECTIVE: There are many occupations involved in producing a single commodity.

CAREER OBJECTIVE: There is a wide variety of occupations which may be classified in several ways.

CONTENT OR MEASURABLE OBJECTIVE: The child will be able to describe in some detail the sequence of occupations involved in the production and distribution of a familiar commodity.

TEACHING - LEARNING ACTIVITIES:

Divide class into small groups. Each group select a product - a loaf of bread, a pair of shoes, a book, etc. Trace steps of production and distribution of the commodity. Arrange for students to visit a company which goes through the production steps they learned about.

STUDENT ACTIVITIES:

Groups work together to create a graphic display of findings. Make a people pyramid mobile. Researchers pantomime work of each career involved. Classmates guess what career, and question the pantomimist about his job.

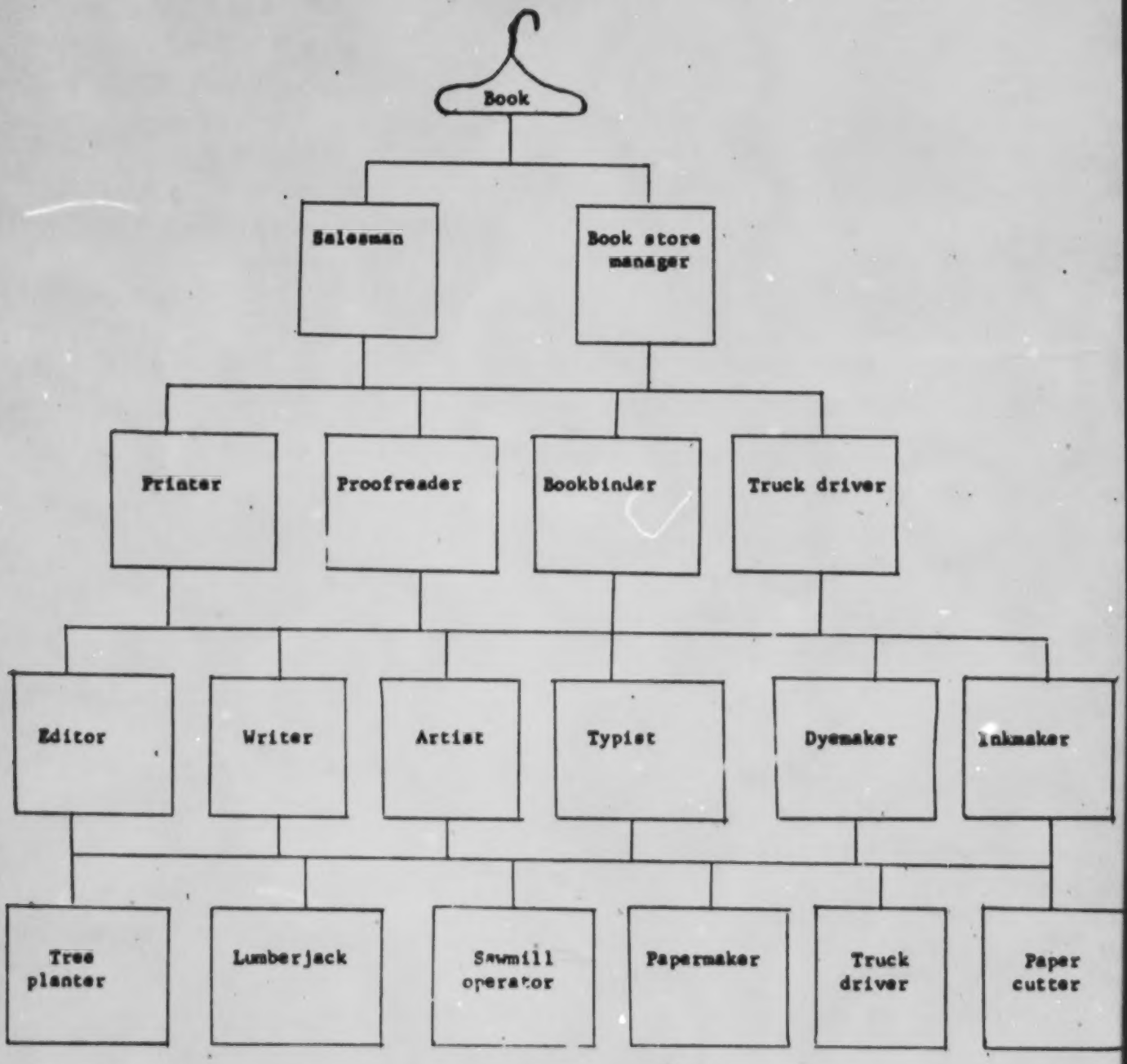
RESOURCES:

Book, pamphlets, films, filmstrips, speakers
602 J.661
SUL J.600
Kit: 600 Records & Filmstrips "Where Does it Come From?"
Community Resource Directory or yellow pages

EVALUATION:

The child will be able to trace the sequence in some detail of occupations involved in the manufacture of five products.

(see next page)



This type of chart can be done with almost any finished product. It also later provides an excellent source of ideas for possible field trip opportunities in your community for individual students or small groups.

Using Community Resources To Provide Shadow Experiences For High School Students

Need

School counselors have long realized that students rarely have sufficient opportunity to take a first-hand look at an occupation that is of interest to them until they are either in a work experience or co-op program, or until they are actually out on the job after their formal educational experience. Many students do not even get the opportunity to spend time just talking with a person in the community who is actually working in the field of interest to them. Employers and educators generally agree that it would be of value for students to have these experiences and contacts before entering the job market or receiving additional training in order to see what it is actually like to do that particular job.

Objective

The major objective of a shadow program or a shadow experience is to give an interested student the opportunity to see on a first hand basis the kinds of tasks involved in an occupation which the student is considering entering after the completion of his/her education. The shadow program provides the student with a resource person in the community who can be approached with career related questions.

An additional objective is, of course, to involve community resource people in the educational process. Community people have a wealth of accurate information about their own and related fields and are often in a better position to advise students than school personnel.

Planning and Implementation

There are many different kinds of shadow programs, some beginning in the 6th and 7th grades, and some limited to seniors. Some shadow programs, usually those for older students, provide extensive and long term visitation opportunities, while other programs provide for one or two hour visitations. Each program must be geared to the local situation and the degree of cooperation which exists between the community and the school.

Sheboygan and Port Washington have followed a similar plan in developing their shadowing programs. A four to six hour visitation is sought for those students who are interested in participating. Some school districts suggest

that all of their students participate. In Sheboygan, a letter is sent to all senior high teachers and counselors during the first quarter of the school year and again during the third quarter. The letter explains the purpose of the shadow program and asks teachers to inform their students about the program and have the students report to their counselors if they are interested. The counselor then calls the career education coordinator who sets up the visitation by calling a community resource person in the area indicated by the student. In districts where there is no career education coordinator, a school counselor or a classroom teacher could easily make the necessary initial contact. If a local community resource directory exists, the job of identifying good sites that will cooperate is that much easier. After two years of experience in Sheboygan, a list of the best shadow sites was prepared. A listing of this nature can be helpful to staff in continuing and expanding the program.

After the community resource has been contacted and a date has been determined for the visitation, a letter and brochure such as those on pages 50 is sent to the community resource to further explain the goals of the project and to give the resource person an idea of the kinds of information which would be of interest to the student. An evaluation form such as the one on page 53 can also be enclosed along with a self addressed, stamped envelope.

ACADEMIC
SERVICES

TELEPHONE (414)
459-3549

Sheboygan Public Schools

ADMINISTRATIVE OFFICES • 830 VIRGINIA AVENUE
SHEBOYGAN • WISCONSIN 53081

Thank you for agreeing to participate in our student shadowing program. We began the program last year at the request of a number of our students who have made preliminary career plans but had never had the opportunity to visit for a short period of time with someone in the community who is a practioner in their area of interest. Our experiences last year were most positive. Students indicated they learned a great deal and employers and business people indicated that they thought this kind of program was long overdue.

The student who will visit you will probably be interested in having you comment on a wide variety of questions relating to these general areas:

What are some of your duties?
What are your working hours?
What kind of education is needed and where can this education be acquired?
What do you like most and least about your job?
What is a typical day like?
What is the employment outlook for your job both locally and Statewide?
What salary ranges, fringe benefits, etc. might one expect?
What opportunities are there for advancement?
In what ways do others depend on what you do?
What kinds of interests and abilities might help a person be successful in your business?

Any other areas you might wish to cover would of course be appreciated.

After the student's visit, I would appreciate having you complete the enclosed evaluation and return it to me as soon as possible.

Again, thank you for your participation in this year's program.

Respectfully,

Al Stessmann

Allen Stessmann
Career Education Coordinator

3. Recommend additional activities which might add to your student's understanding of the career or could help your student acquire general skills or information related to the career.

4. Answer questions that a student may have whenever possible. The student will be trying to learn about what you already know, and although uninformed questions can sometimes be irritating, everyone has to start somewhere. That somewhere is you.

5. If you can't answer some questions you may be willing to send the student to a source which can; a co-worker may have the needed information.

6. Feel free to call the Learning Coordinator if difficulties of any kind should develop between you and your student. The Learning Coordinator is there to give aid and advice whenever it is needed, whether the problem involves learning ability, working ability, or personalities. If the problem cannot be worked out, the student may request placement elsewhere.

7. If your student has what you feel is a good understanding of all you can demonstrate, don't hesitate to call the Learning Coordinator and tell him or her you have done all you can. There is no need for either of you to unnecessarily repeat ground already covered and the student may benefit more by moving to a different work situation.

8. It is especially important that the evaluation sheet be returned immediately after a student's work at a particular site is completed. Remember, the student is being sent to another site and evaluation may play an important role in choosing the next work experience.

Feedback From The EBCE Center:

Learning Coordinators and Resource Persons may call each other at any time to discuss a student's progress and situation. The Learning Coordinator will get input from you through the evaluation sheet which you will be filling out (found at the end of the student's career guide). In addition, the LC will also be in touch with you by letter or in person after the student's placement with you is completed. We are open to any suggestions about further feedback contact. Please let us know your wishes. By becoming responsible for a portion of a student's education, it is hoped that you will benefit from the satisfaction of knowing you have helped in the development of a generation of new workers.

EXPERIENCE
BASED
CAREER
EDUCATION

Guide For Resource Persons

SHEBOYGAN AREA SCHOOL DISTRICT
SHEBOYGAN, WISCONSIN

PAMPHLET FOR RESOURCE PERSONS

This pamphlet has been prepared as a guide for Resource Persons, to try to explain your role in the Experience Based Career Education (EBCE) program and to further clarify what is being asked of you.

As a Resource Person, you will have direct responsibility for an EBCE student at your job site; you will be the major source of knowledge and resource for the students you help. In order for you to understand your role in this program, EBCE needs to be fully explained.

THE EBCE PROGRAM:

Experience Based Career Education is aimed at raising the quality of education available to students in our public schools. EBCE is an alternative to the "regular classroom" type school which usually offers a completely book-directed course of study. The key words in EBCE are "experience" and "career". Students in EBCE gain experience in a variety of jobs in order to better decide what they want to do and what they can do when selecting a career.

Rather than attending classes, students in this program look over the many different types of jobs in the community and choose the job and place they would like to know more about. They spend anywhere from one day to thirteen weeks at each site selected in order to learn about various aspects of the job. They also complete school projects related to the job to gain academic credits for graduation.

A project is an activity in a particular area of interest--i.e. science, math, communications--which a student plans around a certain job. For example, a student who needs a science credit decides to work at a chemical plant. The student then conducts a project on the making and coloring of artificial fibers. When the approved project is completed, the student is given academic credit in all subject areas to which the project relates. The difference from a classroom situation is that the student is learning and applying knowledge in a "real" way at the same time in EBCE.

To help students learn to make sound choices and to offer individualized instruction, EBCE provides each student with a professional teacher called a "Learning Coordinator". Learning Coordinators counsel the student, evaluate academic work, answer any questions they can, and place the student at appropriate job sites. The EBCE students will spend 4 days per week at their job sites; the fifth day will be spent back at the Learning Center with their Learning Coordinator.

EBCE is not vocational education. Vocational education teaches a student how to do specific jobs; EBCE allows a student to learn what it's like to work. While vocational education is essentially training for a particular skill, EBCE is the exploration and investigation of careers for better determination of the work students may want to pursue as well as the learning of particular skills. Thus, EBCE students will achieve a better understanding of the real world of work.

THE JOB OF THE RESOURCE PERSON:

If you have been asked to be a Resource Person at a student job site there is little mechanically that is asked of you. We would like you to:

1. keep track of attendance and call the Learning Coordinator if your student should miss work without notifying you.

2. assist in filling out the Career Exploration Guide and/or the Career Investigation Guide your student will have.

3. assist with "activity sheets" related to your experience site which your student will have.

4. fill out the Student Evaluation Form at the end of your student's work with you (found in student's career guide).

Beyond these few duties the extent of your involvement is up to you. Our Learning Coordinators and staff have put together the following description of your role as Resource Person to give you some guidelines:

1. Explain the basic operations or processes related to the career in which your student is interested. Learning Coordinators request that you introduce him to as many different aspects of your particular job as possible. For example, if you make out order forms for the parts you work on, explain how; if you supervise several operations, show your student what you want from one; if you deal with public, tell him how you do it.

2. You may be involved with any or several types of activities, some of which the student may only observe. Others, however, may allow the student's actual participation. These kinds of "hands on" activities are very valuable to the students and whenever possible, we hope that you will show him how to participate. There is no substitute for actual experience.

COMMUNITY PLACEMENT EVALUATION

(Sponsor Form)

Your response to the following questions will help local educators evaluate and improve our school's community career education placement program. Please indicate your responses to questions 1-6 by circling the appropriate numbers.

Evaluator's Name and Position _____

Firm Name and Address _____

Student's Name _____ Date _____

1. How would you rate the value of this experience for the student?

   Waste of Time 1 2 3 4 5 Very Worthwhile

2. How would you rate the value of this experience for your as an employer?

   Waste of Time 1 2 3 4 5 Very Worthwhile

3. How would you describe the length of this student's experience?

   Too Long 1 2 3 4 5 Too Short

4. How would you describe the student's attitude during this placement?

   Very Poor 1 2 3 4 5 Very Good

5. How would you describe the student's preparation for this experience so that he/she could maximally benefit from it?

   Very Unprepared 1 2 3 4 5 Very Prepared

6. Are you interested in serving as a site sponsor again in the future?

   1 Yes 2 No

   Why or why not?

7. What changes would you suggest, if you were to serve as a site sponsor again?

8. Can you recommend others in the local community who might serve as site sponsors? (Use other side if necessary.)

   Name _____ Field of Work _____

   Business Name and Address _____

9. Additional comments on the program and/or student:

Thank you for your assistance. Please return to:

COMMUNITY PLACEMENT EVALUATION

(Student Form)

Your response to the following questions will help teachers and counselors to improve the school's community career education placement program for other students. Please indicate your responses to questions 1-14 by circling the appropriate numbers.

Name_____Grade_____Date_____

Name of placement site_____

Products/Services of placement site_____

Course with which placement was connected_____

Length of time spent at site _____hours

1. How would you rate the value of this experience for you as a student?

   Waste of Time 1 2 3 4 5 Very Worthwhile

2. How would you rate the employer's attitude toward you?

   Very Negative 1 2 3 4 5 Very Positive

3. How would you rate the length of your experience?

   Too Long 1 2 3 4 5 Too Short

4. How would you describe the preparation you received in school for this experience?

   Very Unprepared 1 2 3 4 5 Very Prepared

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5. This experience helped me to see how my studies in school relate to the world of work.	1	2	3	4	5
6. This experience helped me learn some new job skills.	1	2	3	4	5
7. This experience introduced me to careers I hadn't thought about before.	1	2	3	4	5
8. This experience helped me learn more about good work habits.	1	2	3	4	5

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
9. This experience helped me learn more about my interests, abilities, and work values.	1	2	3	4	5
10. This experience helped me to make a career decision or choice.	1	2	3	4	5
11. This experience will help me in planning future course work in school.	1	2	3	4	5
12. This experience helped me learn more about job specialization and interdependency.	1	2	3	4	5
13. This experience helped me learn about how occupations and life styles are interrelated.	1	2	3	4	5

14. Would you recommend that other students participate in a similar type of community placement?

1 Yes 2 No

15. Do you have any additional comments or observations which will help the school improve this program for other students?

Thank you for your help. Please return to:

Experience based learning, (EBL), in the Madison high schools provides another example of student shadowing. Details of the program at Madison West High as well as copies of forms used in the program are presented on the following pages. The following EBL assignments were established at West High in 1977:

# of Students	Type of EBL	From West Course
5	police officer	social issues
1	brokerage office	economics
14	lawyer	social issues
8	newspaper	journalism
1	cancer lab	science
1	forest products lab	science
3	radio station	mas media
2	TV sports	journalism
9	cable TV	eng./soc. studies
44	TOTAL	

The ten most valuable learner outcomes as determined by students in the student/coordinator debriefing sessions were:

1. Knowledge gained about the type of work related to the profession.
2. Knowledge gained about expected skill level for entrance into that profession.
3. Anticipated job market for that profession.
4. Anticipated income for that profession.
5. Ability to use high school related course material in the profession
6. Ability to use EBL observation in high school courses.
7. Application of day-to-day life skills in the job.
8. The sharing of experiences with classmates.
9. A greater understanding of the interdependence of some jobs through specific EBL observation, i.e. police-lawyers-judges.
10. Enthusiasm for the profession observed by the student.

Adequate time needs to be devoted to screening applicants and explaining the expectations of EBL to the student prior to the commencement of their EBL. Time for a full-time teacher to work on EBL is limited at best. A bank of EBL sites and supervisor resources should continue to be built. Teachers on extended employment during the summer should plan carefully with regard to the aforementioned so that when school begins in the fall little time will be wasted in intitating EBL.

Dissemination. Many students returning from their EBL assignment shared their experiences with their classmates verbally in class; others were required to write a paper covering the evaluation points mentioned above. All students were debriefed.

Evaluation. Each student upon completion of the EBL observation was debriefed by the coordinator. Students were asked to indicate when they went to their EBL site, how often, what they did, what their reactions were to the type of work they observed, what entry level skills are important for that job, what carry-over to school and vice versa there might be for that profession, and their willingness to share EBL experiences with the classes.

Of the 44 students in the EBL project, 21 reported going to the EBL site only once. Seventeen reported two or more visits (one reported eight visits). Six students never reported to their EBL site after assignment had been made. Students of the social issues classes were required to write a paper explaining their experiences and their value. Several shared their experiences with the entire class.

The six of 44 who did not report to the EBL site constitute a major problem seen by coordinators.

BASIS FOR STUDENT SELECTION

1. Students indicating interest.
2. Evidence of maturity and responsibility.
3. Completion of preliminary procedures:
   a. Computer Survey completed
   b. Parent Request Form returned
   C. Contract Agreement signed

We will make every effort to include students of varying cultural backgrounds within the EBL program.

Teacher File

EMPLOYER CONTACT FORM

Employment Area:

Employer's Position:

Employer's Phone Number:

Business Name and Address:

Date of First Contact _____ Second Contact _____

Third Contact _____

Summary of conversation: (include what types of experiences can be observed)

1. Is the employer willing to participate in EBL?
2. Describe the areas in which EBL stations could be provided:
3. How many students is the employer willing to take?
4. How many hours is the employer willing to be involved?
5. When might it be convenient for students to participate in this particular EBL observation?
6. Further involvement:
   a.) The employer is/is not willing to speak to the class.
   b.) The employer could/could not provide a field trip experience for the class.

EVALUATION:

1. Student(s) assigned: _____
2. EBL participation dates: _____
3. Comments on EBL observation: _____

_____

_____

_____

Madison Metropolitan School District

Douglas S. Ritchie, Superintendent

ALFRED COLUCCI, Principal

WEST SENIOR HIGH SCHOOL

30 ASH STREET
MADISON, WISCONSIN 53705
PHONE 238-0291

Dear Parents:

We are pleased to inform you that your son/daughter has been selected in his/her _____ class for participation in the West Experience Based Learning Program for the 1st, 2nd, 3rd, 4th academic quarter. He/She will be going to _____.

Experience Based Learning is a program which integrates classroom instruction and career counseling into the student's learning experiences.

Your son/daughter will be provided with an opportunity to experience "first hand" related career areas of his/her personal interest over the next few weeks; a total of _____ hours will be spent for observation and enrichment. Specific student objectives will be required upon completion of the program.

Through a team approach, we are interested in providing new and innovative ways to enhance and integrate your son's/daughter's academic learning.

The enclosed form must be signed and returned prior to the EBL observation.

_____
EBL Classroom Teacher

mk

Enclosure

WEST HIGH SCHOOL Date _____

ADVANCE EXCUSE - EXPERIENCE BASED LEARNING

On this date _____, _____, will be participating in a community based experience at _____, from _____ to _____.

Teachers please sign:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Students will be permitted to make up missed assignments, etc. Arrangements should be made with instructor prior to released time.

Student will return this advance excuse to office when completed and before leaving the building for the above appointment.

EXPERIENCE BASED LEARNING

Parental Permission Form

_____ I am willing to have my son/daughter participate.

_____ I am not willing to have my son/daughter participate.

_____ I understand that the student will be responsible for his/her own transportation.

_____
Signature of parent or guardian

STUDENT EBL REPORT AND REACTION CONTRACT

Student Name:

EBL Placement:

Date of First Observation:

Date(s) of Subsequent Observations:

Teacher's Name: _____

A. REPORT:

1. What educational qualifications must one possess to enter this profession?

2. What personal qualities must one possess to enter this profession? (Example: Copy-editor - Meticulous)

3. Why did the professional you observed enter this profession?

4. What is the profession's starting salary? average salary? top salary?

5. How would your present course prepare you for entering this profession?

6. What other high school courses could be taken that would be useful for this profession?

7. In what ways was the job you observed related to other professions? Explain. (Example: Policeman-Lawyer-Judge)

8. What facets of this job appear to give satisfaction?

9. What facets of this job appear to create dissatisfaction and frustration?

10. In what ways did you incorporate your EBL experience in class? (presentation, journal, paper, improved classroom performance)

B. REACTION: (In a paragraph or two give a summary of your EBL experiences and how they were of value to you.)

CONTRACT EXPECTATIONS:

1. _____ Computer survey completed.
2. _____ EBL Report and Reaction Contract completed.
3. _____ Oral presentation/journal/paper or other evaluation activity completed.
4. _____ Thank-you letter sent.

_____ Student's Signature

_____ Teacher's Signature

EBL INTEREST ASSESSMENT

Student's Name:

Class:

Period:

Specific areas of interest:

1.

2.

3.

INITIAL EBL MEETING

Designated Field:

Employer's Name:

Business Location:

Business Phone:

First Appointment Date:

First Appointment Time:

Place of First Appointment:

THIS FORM MUST BE RETURNED PRIOR TO THE FIRST APPOINTMENT.

_____

Student's Signature

EBL Check List

Student Name	Signed Parent Letter	Returned Initial Meeting Sheet	Computer Survey Completed	Report & Reaction Contract	Presentation Paper	Letter Sent	Grade

EXPERIENCED BASED LEARNING FOR MINORITY AND DISADVANTAGED STUDENTS

GOAL

The primary goal of the Career Awareness and Vocational Training Resource Development for Minority and Disadvantaged Youth in the Madison Community is the equalization of opportunities in career education and job placement for minority and disadvantaged youth.

OBJECTIVES

In order to reach this goal, the program will have the following objectives:

For The participating students---

1. an increased awareness on the part of participating students of the entire field of career education and opportunities;

2. the development of skills in selecting a suitable career and in the procedures necessary to attain it;

For the Participating familes ---

3. a greater awareness of and involvement in the career education and selection process;

For the school ---

4. an increased sensitivity on the part of faculty members and administrators toward the career-oriented needs and problems of participating students.

PROGRAM RATIONALE

What is hoped through the development of a Career Awareness Resource listing will consist of the following:

1. development of resources which students can use to help the student view a realistic route that his/her career plans should take in the near future.

2. Sharing of resources development with the Experienced Based Learning program.

3. assist students to become a part of other career awareness programs at West High School. (EBL)

The Program Counselor

The program counselor will serve as a liaison between the students and teachers, counselors, administrators, and the madison community resources.

Summary:

Thirty businesses have been contacted and asked to participate in a Career Resource Listing. Letters were sent out on June 13,1977. On June 20,21,22,Follow up contact and personal visits were being set up for the summer.

At this time The Responces are comming back slowly. By the end of the summer the Listing will be complete.

Cooperative Education Programs: An Example

Need and Program definition

Industrial Cooperative Education is a vocational program for eligible high school seniors--each of whom must have a stated career objective. Through the program, the school and numerous employer trainers cooperatively provide instruction and training to prepare the program enrollees, or students/learners, for entry-level employment within various industrial occupations and skilled trades upon their graduation from high school. The nature of much of the instruction and training provided for students learners is determined by their stated career objectives. The Co-op program in Sheboygan was designed by Herbert Schneider, Local Vocational Education Coordinator. It has been cited as an outstanding Co-op program in the state of Wisconsin.

Objectives

1. To provide students with an opportunity to receive general information and to develop concepts and attitudes which are basic to all industrial occupations and which will assist them in advancing toward their career objectives.

   -- To motivate students to develop and improve their competencies through further education and work experience so that they are qualified to progress beyond entry-level employment.

   -- To develop within students an ability to understand and appreciate the social and economic responsibilities of industrial workers.

   -- To motivate students to develop safe industrial work habits and to provide them with instruction pertaining to safe industrial work standards and behavior.

2. To provide students with an opportunity to receive specific technical information and hands-on skill training and to experience inter-personal relationships relative to working in industry which will prepare them for entry-level employment leading toward their career objectives.

   -- To provide students with experiences which will enable them to develop a degree of skill in the safe and proper use of tools, machines, and/or equipment necessary for entry-level employment leading toward their career objectives.

-- To provide students with an opportunity to experience inter-action with industrial supervisors in an industrial setting.

-- To provide students with an opportunity to experience inter-action with fellow workers in an industrial setting.

3. To provide students with an opportunity to improve their general education.

-- To improve their ability for oral communication.

-- To improve their ability to comprehend and to compose written communications.

-- To improve their ability for computation.

Planning and Implementation

The total Industrial Cooperative Education program consists of three coordinated phases. Industrial Cooperative Education, per se, consists of two phases: an in-school course entitled "Industrial Cooperative Education" (I.C.E.), and an out-of-school activity which bears the title "Industrial Cooperative Education, On-the-Job-Training" (I.C.E., O.J.T). The third phase of the coordinated program is referred to as the "concurrent requisite." It is also an in-school activity, and most frequently will be an industrial education course.

In-School Phase. The one Carnegie unit in-school course is scheduled to operate on a single-period-per-day basis. Content for the course consists primarily of general topics considered to be of common-importance to all workers engaged in industrial occupations. In addition to receiving an orientation to the Industrial Cooperative Education program, students become involved in such topics as Introduction to Industry, Attitudes Towards Self/Employer/Co-Workers, Progress on the Job, Self-Understanding, Personal Effectiveness, Managing Earnings, Providing for and Using Government Services, Social Security/Compensation/Retirement, Organized Labor, Meeting Future Responsibilities, and General Industrial Safety. The course is always taught by the coordinator of the program.

On-the-Job-Training Phase. The one Carnegie unit on-the-job-training phase takes place in an industrial setting. Each student is placed with a

cooperating employer/trainer or "sponsor" who has agreed to provide the student with a variety of supervised, progressive, hands-on-skill-development training experiences related to his/her career objective. These experiences occur in accord with an individualized training plan which is cooperatively developed by the student's industrial supervisor and his/her teacher coordinator. The student is paid an hourly wage by the employer/trainer and should be employed a minimum of 15 hours per week. Students are usually scheduled to receive on-the-job-training during the afternoon hours. A training agreement, which is signed by the student, his/her parent, the employer, and the training supervisor, the I.C.E. teacher, and the school principal, serves to identify and regulate the obligations and responsibilities of all parties concerned.

Concurrent Requisite Phase. In addition to the general related information received in the in-school phase, and to the hands-on skill training received in the on-the-job-training phase, it is important to note that each student enrolled in Industrial Cooperative Education is required to be enrolled in an in-school course as closely related as possible to his/her career objective. This setting provides opportunity for each student to receive specific technical information related to that career objective. Thus, for each student, the related course is closely articulated with his/her respective Industrial Cooperative Education program even though it is not an integral part of it. Since numerous, different "concurrent requisites" courses are articulated into the total Industrial Cooperative Education program, the teacher must establish and maintain close relationship with numerous teachers.

Evaluation

Program evaluation is an important aspect of Industrial Cooperative Education. It is recommended that program evaluations be completed annually by the teacher/coordinators, employers, parents, and students. Additionally, training stations should be evaluated by students prior to the end of each semester. The purposes of the program evaluations are as follows:

a. The teacher will evaluate the training station to determine whether or not desirable characteristics such as a variety of learning experiences, adequate wage compensation, good working conditions, suitable equipment, sequential training program, and on-the-job supervision are present. (See I.C.E. #18)

b. Students will evaluate the program in terms of the training they received on the job, the training they received in school, and the value such training had toward their personal and academic development. Also, students will be asked to evaluate the cooperative curriculum and to indicate which classroom units were most beneficial. (See I.C.E. #19 and #20)

c. The parents will evaluate the program in terms of its effect upon the student with respect to attitutdes toward work, self-control, development of good leadership, increased interest in school work, grooming habits, development of poise, and any general personality development, It is advisable for the teacher to inform the parents that they will be asked to evaluate the program in advance of sending the form to the home. (See I.C.E. #21)

d. The employer will evaluate the program and the teacher in terms of fulfilling responsibilities to the student. This evaluation will help the teacher in determining the shortcomings of the program and help to determine improvements that can be made. (See I.C.E. #22)

Improving the instruction at training stations is a continuing task of the teacher, especially when there is a change of personnel in established training stations, when new training stations are added, and when the students grow and develop at different rates.

Even though the teacher observes the student on the job, some of the neglected phases may not be apparent unless the student brings them to the attention of the teacher. Evaluation of training stations, therefore, provides an opportunity for each student to inform the teacher concerning the quality of training opportunities. The student should evaluate the training station before the close of each semester. Then, with discretion, the teacher may go over the neglected phases of training with the training station supervisor at the same time the training station presents its evaluation of its student learner. I.C.E. #19 may be used for training station evaluation by the Industrial Cooperative Education student.

Informational Hand-Out Literature

The methods of presenting related materials are innumerable, and the teacher should use the method best suited. Following is a listing of the suggested materials together with informational hand-out literature.

Industrial Cooperative Education: On-the Job-Training for Industrial Careers

Cooperative Education Program - Message to the Manager

Opportunities in Vocational Education - Industrial Cooperative Education

Advantages of the Industrial Cooperative Education Program

The Sheboygan Public Schools Ask: Do You Fit Into the Vocational-Education Picture?

Student Placement Procedure

During the month of August, prior to the beginning of a new school year, the teacher starts the program with many activities and decisions which will affect the successfulness of that year's program. At this point the students have been interviewed, tested, selected and programmed. Some contacts and possible training station sites have probably been made. Now he must work at and obtain the correct type and kind of training stations needed for the type of student and occupational training he/she desires. The teacher should place a student at a training station only when satisfied that the student possesses interests, personal qualities and abilities (mental and physical) which match to a satisfactory degree the requirements of the job on which he is to be placed. Student and employer should be properly oriented as to the part each will play in the training process before the placement process can be completed. It is permissible to delay the actual placement process until two or three weeks before school begins. This will normally provide ample time to secure placements for all students enrolled in the program. At any rate, all students should have been placed before the end of the second week of school. Those students who have not been placed at the end of the second week should re-enter the regular program, subject to recall when and if suitable placement is arranged.

Theoretically, the teacher will have thoroughly explained the Industrial Cooperative Education program to employers when securing their agreement to train a student in their places of buiness. Frequently, however, one explanation is not sufficient basis for assuming that the employer truly understands what part he/she is to play in the program. It is generally wise to review the program with the employer just prior to placing a student/learner with him/her. During such a review the teacher should determine the exact hours when the employer would like to have the student work. The employer should be encouraged to determine a specific wage scale for the student. The employer

should be given pertinent background information which has been collected about the students. The employer is entitled to this information. The training of a student is a cooperative undertaking of the school, the teacher, and the employer. In order for employers to be of the greatest benefit to students they must first know something about them.

Final acceptance or rejection of students rests with the employers, and they should have enough information about each student to enable them to make an intelligent decision. During the pre-placement conference the teacher should ask the employer to designate a convenient time to interview the student.

After the teacher has conferred with the employer, he/she should talk with the student prior to his/her reporting for the employer interview. The teacher should give the student information regarding the background of the business in which he is to seek placement and the training opportunities it may provide. This will enable the student to prepare more intelligently for the first interview with the employer.

Students are young, inexperienced and, for the most part, have never been interviewed by an employer. Therefore, just prior to an interview with a potential employer, the teacher should take time to instruct the student in simple techniques of interviewing. This will give the student increased confidence. The student will profit from suggestions such as the following:

-- Arrive promptly for the interview, preferably five minutes before the scheduled appointment.

-- Ask for the specific person (preferably by name) who is to do the interviewing.

-- Upon approaching the interviewer, introduce yourself, state your reason for being there, and present the card of introduction which the teacher/coordinator has given you.

-- Be seated when asked to do so. If you remain standing, stand erectly on both feet.

-- Give your undivided attention to the interviewer.

-- Answer all questions concisely in a clear audible voice.

-- Sense the end of the interview, thank the employer, and leave immediately.

During the pre-interview conference, the personal grooming of the student should be checked very carefully. The teacher should caution students regarding appropriate apparel (including shoes), appearance of hair, and personal cleanliness.

Job Interview Introduction Card

Preferably, the teacher will determine whether or not a student is ready to appear for an interview and then send him/her directly from school to be interviewed by the employer. The teacher should accompany the student only when unusual circumstances surround the interview or when requested by the employer to do so. The student should have with him/her an Introduction Card (I.C.E. #7) when he/she goes for the interview, so that he/she can find the correct address and see the correct person for the inerview.

Sample Daily Program

Student Learner with "Tool and Die Maker" as Career Objective:

Period

1. Any required or elective course, such as Economics or Advanced Math.
2. A course related as closely as is possible to the career objective, such as Machine Shop II.
3. I.C.E., In-School phase.
4. Any required or elective course, such as Physics.
5. Lunch
6. I.C.E., O.J.T at Ajax Tool and Die Works.
7. " " " " " " "
8. " " " " " " "

Teacher/Coordinator

Period

1. Any Industrial Education course the teacher/coordinator is certified to teach, such as Drafting III.
2. Any non-I.C.E. course the teacher/coordinator is certified to teach, such as Drafting IV or Drafting V.
3. I.C.E., In-School phase.
4. Any non-I.C.E. course the teacher/coordinator is certified to teach, such as Drafting VI.
5. Lunch (30 Min. duty free)
   Preparation
6. Preparation Period
7. I.C.E., O.J.T. Coordination time.
8. I.C.E., O.J.T. Coordination time.

* 80 minutes preparation time is in proportion for five classes:

5 classes - 2 preps -	100 minutes
4 classes -	80 minutes
3 classes -	60 minutes
2 classes -	40 minutes
1 classes -	20 minutes

Miscellaneous Characteristics

1. Regarding the teacher coordinator:

   -- Each is employed two weeks during the summer primarily for the purpose of locating training stations for students.

   -- Each is paid an automobile allowance.

   -- Each is released two periods per seven-period-day, to provide approximately one-half hour of "coordination" time per student per week.

   -- Each provides the employer/trainers' supervisors with evaluation forms which are utilized in determining grades for student/learners progress reports.

2. Other matters:

   -- The pupil/teacher ratio per period is 20/1.

   -- A text and a variety of prepared materials and resource persons are utilized in the in-school phase of the program.

   -- The advisory committees advise and promote the program.

   -- The program is "diversified" within trade and industrial occupations.

   -- Follow-ups are conducted on program graduates.

   -- The program is evaluated by all participants.

   -- The program welcomes and recruits girls.

Qualifications of Personnel

Concurrent Requisite Course Teacher

Any teacher who teaches a course technically related to the career objective of any student enrolled in the Industrial Cooperative Education program must possess a Wisconsin State basic license to teach the technically related course. In effect, this means that the teacher must possess extensive background in the discipline which the technically related course is considered to be a part of. In addition, it is preferable that the teacher of any technically related course possess a Wisconsin State vocational license to teach a secondary school vocational capstone course, or that he at least has completed a college course concerned with the principles or philosophy of vocational education.

Teacher/Coordinator

A teacher for a local school Industrial Cooperative Education program must possess a Wisconsin State basic license to teach industrial education courses at the secondary school level. In addition, he/she should possess a Wisconsin State vocational license to teach a secondary school vocational capstone course, and he/she must have satisfactorily completed a college course concerned with the organization and administration of cooperative education programs.

Involving Parents In Career Education

Need

There is a need in many communities to involve parents to a greater degree as resource people for the classroom, especially in the elementary grades. One of the most meaningful and long lasting methods of assuring community involvement in the career education program is through parental participation.

Parents are excellent resource people for discussing work roles and their feelings about them. They can speak in the classroom or invite the class to come to their place of employment. Parents can share the skills, facts and concepts their jobs require. They can also help lead hands-on and role-playing activities in the classroom and they can accompany teachers and students on career related field trips. The need for these kinds of activities in almost every classroom is great.

Objective

To involve parents as career education resources in their own children's classrooms as well as in other classrooms in the school.

Planning

A resource file on parents' occupations can be established in several different ways. Examining the characteristics of the local community will probably provide a key to the best way to begin. A personal way to begin is by having staff survey the parents of students in the school. The information needed for the file could be obtained from a brief questionnaire similar to the one of page 78 used by the Oregon (Wisconsin) schools to generate a parent directory for their community resource guide. Generating such a file for an entire school can be a good "learning by doing" workshop activity for a representative group of the school staff. The parent listing could be developed in conjunction with a comprehensive community resource directory.

Implementation

Copies of the completed file should be shared with all teachers in the school to make maximum use of the resources identified. This could be accomplished by asking staff involved in the file's development to briefly present and discuss its contents at a general staff inservice.

Parents who do agree to spend time in the classroom will expect to be called at some time during the school year. Teachers should try to make sure that every person it utilized at least once and that no one person is used excessively. This might involve having one staff member help keep record of contacts.

When a parent is contacted and arrangements are made for specific classroom visit or field trip, care should be taken to provide him/her with the kinds of career related topics which can be addressed. Brochures such as those on the following pages can be sent home as an aid to the parent in preparation. The Sheboygan schools have successfully adopted these brochures which originated in the Mesa Public Schools, Mesa, Arizona. Each brochure serves two purposes: preparing parents as effective school resources; and stimulating parental involvement outside the school in the home setting.

SURVEY FOR IDENTIFYING COMMUNITY RESOURCES

AVAILABLE TO OREGON SCHOOL DISTRICT

1. Personal Data

   Name _____ Telephone No. _____

   Address _____

2. Husband's Occupation _____

   Husband's Place of Employment _____

3. Wife's Occupation _____

   Wife's Place of Employment _____

   Wife's Hobbies or Special Interest _____

   Within the broad range of your occupation and/or hobbies, which interest areas would you be most interested in talking about or demonstrating?

   _____

   _____

4. Would you be willing to talk to your child's class? _____

   Husband ____ Wife ____

5. Would you be willing to talk to other classes?

   Husband ____ Wife ____

6. If you answered 'yes' to question 5, please check which levels you would prefer.

Husband		Wife	
Elementary	____	Elementary	____
Middle	____	Middle	____
Junior High	____	Junior High	____
Senior High	____	Senior High	____

7. My most available times are: Days ____ ____ Hours ____ ____

NOTE TO PARENTS: All parents able to help with this career education project will be entered in the career education resource guide. Thank you!

Where do you work ?

Do you work at home, in an office, at a desk, in a lab or a store . . .? Do you work indoors or outdoors ?

What kinds of people do you work with ?

Do you work alone, with a team, with a partner, with customers ? Do you have a boss ? What do you like about the people you work with ?

Who benefits from your career ?

How does your role in work, paid or unpaid, effect the well-being of the community ?

How do people depend on each other ?

How do you assist others or get help from others on the job ? Do other people or businesses depend on you ?

What do you see in the future ?

How do you see yourself twenty years from now ? Will you still have the same career ? Will you live in the same area ?

Good times to talk with your child

During bicycle outings

During the commercials

While riding in the car

During meals

© 1978

Talking with Your Child about Your Career

THIS IS MY MAMA BRINGING THE STATEMENTS TO THE LUMBERYARD. STATEMENTS HAVE LITTLE SQUARES ON THEM AND YOU DRAW NUMBERS ON THEM
TOMMY AGE 5

Dear Parents,

Children have a natural curiosity and a desire to learn about things around them. How much do your children know about what you do, your career? Whether you are a sales clerk, a homemaker, a plumber, or an accountant, what you do is important, especially to your own family.

This little brochure has a few ideas for talking with your child about what you do. We hope this will be just a beginning. You can talk about the careers of friends and other family members. This will help your child understand the many aspects of a career. You can also help your child to understand the variety of careers there are in the world.

When it comes to careers, children start early learning the things that help young people make career choices. You are the most important person in guiding your children. We hope this brochure will help you with your children in this important part of his or her life.

ALLEN I. STESSMANN

Career Education Coordinator

Tri-County Area School District

414/650-2549

930 Virginia Avenue

Shelboygan, WI 53081

Why do you work ?	What are the benefits ? How do you enjoy your career ? Does it give you a feeling of usefulness ?
When do you do your job ?	Do you work during the day, at night, full-time or part-time ?
Did school help you with your career ?	What subjects were interesting to you at your child's age ? Did these interests lead to your present job ?
What jobs led you to your present career ?	What were your responsibilities at your child's age ? Did you have summer jobs ? Did you have a job while you were in school ? Did you volunteer for work ?
When did you make your career choice ?	What plans did you make for your career ? What plans do you wish you had made ? What important decisions did you make in choosing your present career ? What choices did you have ?

Do you get paid for your job ?	Are you paid by the hour, by the week, by the month or in other ways ? What unpaid work do you do ?
What parts of your career are related to your hobbies and leisure time ?	What are the skills or tools you use on the job that you also use in your hobbies?
How does your career influence your life-style ?	Are there things about your career that determine where or how you live or vice versa ?
What things about yourself affect your career ?	How do your interests, abilities, and needs relate to your career ?

WHAT THINGS ABOUT YOURSELF AFFECT YOUR CAREER ?	How do your interests, abilities, and needs relate to your career?
WHO BENEFITS FROM YOUR CAREER ?	How does your role in work, paid or unpaid, affect the well-being of the community?
WHAT IS YOUR WORK SETTING LIKE?	Do you work at home, in an office, at a desk, in a lab or a store . . ? Is the environment calm? Hurried? Noisy? Comfortable? Private? Public?
WHAT KINDS OF PEOPLE DO YOU WORK WITH?	Do you work alone, with a team, with a partner, with customers? What is your boss like? What do you like about the people with whom you work?
HOW DO PEOPLE DEPEND ON EACH OTHER IN YOUR CAREER ?	How do you assist others or get help from others on the job? Do other people or businesses depend on you? Is there much competition among workers? Is there need for cooperation?
WHAT DO YOU SEE IN THE FUTURE ?	How do you see yourself ten years from now? Will you still have the same career? Will you live in the same area?

AND HERE ARE SOME QUESTIONS YOU CAN ASK YOUR TEENAGER :

What careers seem interesting to you? What subjects do you like best? What jobs could you go into that use those subjects? What are some of the choices you've been considering?

Good times to talk with your teen

DURING FAMILY OUTINGS

AT THE DINNER TABLE

WHILE RIDING IN THE CAR

WHEN DOING HOUSEHOLD CHORES

Talking with Your Teenager about Your Career

Dear Parents,

During the teen years, young people begin to concern themselves with future career choices. They know that the time is drawing near when some decisions must be made.

Sharing your own work experiences can help your son or daughter be better prepared for these decisions. How much does your teenager know about what you do, your career? Whether you are a sales clerk, a homemaker, a plumber, or an accountant, what you do is important, especially to your family.

This brochure has a few ideas for talking with your teenager about what you do. Many of these questions need to be considered as your teen moves toward a career goal.

Teenagers want to make their own choices and these are occasionally very different from what we would wish for them. But you are an important influence in your teenager

Teenagers want to make their own choices and these are occasionally very different from what we would wish for them. But you are an important influence in your teen's life and sharing your experiences and ideas will likely go a long way toward helping your teenager eventually make some of those difficult career decisions.

ALLEN I. STERRMANN
Career Education Coordinator

Beaverton Area School District
516/439-3949

530 VIRGINIA AVENUE
SHEBOYGAN, WI 53081

WHY DO YOU WORK ?

What are the benefits? How do you enjoy your career? Does it give you a feeling of usefulness?

DID SCHOOL HELP YOU WITH YOUR CAREER ?

What subjects were interesting to you at your teen's age? Did these interests lead to your present job? Which subjects helped you most?

WHAT JOBS LED YOU TO YOUR PRESENT CAREER ?

What were your responsibilities at your teen's age? Did you have summer jobs? Did you have a job while you were in school? Did you do any volunteer work?

WHEN DID YOU MAKE YOUR CAREER CHOICE?

What plans did you make for your career? What plans do you wish you had made? What important decisions did you make in choosing your present career? What choices did you have?

HOW MUCH DOES A JOB LIKE YOURS PAY?

What salary range is available in your career field? If not monetary rewards, what other rewards do you receive?

WHAT SKILLS DO YOU NEED TO DO YOUR JOB?

Must you be able to type? Write well? Measure? Compute numbers? Organize your own time? Be creative? Spot problems? Talk to customers? Sell? Read well?

HOW DOES YOUR CAREER INFLUENCE YOUR LIFE-STYLE ?

Are there things about your career that determine how or where you live? Is your work tiring or high pressure? Is what you do during your leisure time affected by your job?

Career Days

Need

Due to a tight job market and an uneasy economy, young people and adults today face difficult decisions in the area of career planning. Career counselors and placement staff seem to be advising and encouraging clients to look into several career options and often into returning to school.

There is a need for those seeking careers to learn to perceive and pursue alternatives which can help to avoid disappointment and find the most satisfactory job match available for the tastes and talents of the individual involved. Career days such as the ones described here are important for students, parents, and educators because they provide an opportunity to explore career options and to obtain answers to questions by interacting individually with career representatives.

Objectives

Career days can be held to meet several interrelated objectives:

1. To allow each participating student, parent and educator an opportunity to explore a wide range of career options on an individual and/or group basis with specific career representatives.

2. To make a variety of career representatives available in one central area to allow easy access and to stimulate participant exploration to the fullest extent possible.

3. To serve as a stimulus for further classroom and community involvement in career education on the part of all participants in the career day.

Planning and Implementation

All seven original consortium schools have conducted career days at some time. These days have been varied in their size and scope, schedules, and other characteristics to meet the needs and constraints of local settings. However, planning these days follows a similar series of steps:

1. Recognize the need.

2. Identify concerned people with appropriate backgrounds to coordinate the career day.

3. Establish format or expectations for presenters.

4. Develop guidelines for use of audio-visual equipment, parking, identification signs, security, first-aid, refreshments, tables, chairs.

5. Establish a method to keep necessary records and methods of communication between coordinators and steering committee.

6. Identify people in the community that would best follow through as a concerned steering committee member.

7. Identify career representatives that would willingly participate in this event.

8. Establish a method of publicity.

9. Establish a method of contacting participants with detailed information about the event after their initial commitment to the project.

10. Orient area school personnel to pre-planning, follow through, and follow-up for the career day.

11. Establish a means of evaluation.

12. Design a floor plan for best use of space for the event.

13. Develop final program brochure.

14. Conduct career day.

15. Follow-up after the event

When viewed as a method of training in community-school collaboration it is apparent that career days provide:

- administrators with opportunities to initiate and develop community relationships which can be relied upon in other career education activities

- teachers with a broader knowledge of ca rs related to th ir teaching fields

- counselors with broader career counseling and placement skills by exposing them to representatives of career fields which are new or unfamiliar to them.

As noted ealier, there are many variations to the career day. Among the consortium schools, the following are provided as examples:

At Memorial High School in Eau Claire separate career days are sponsored by the guidance department in conjunction with various departments. For example, in February, 1978, the mathematics and science departments conducted a career day for mathematics/science related careers. Approximately 30 area resource people representing careers ranging from large scale computer building to taxidermy were represented on the program which appears on page 86.

During the school day each resource person conducted several mini programs of 15-20 minutes in length for different groups of between 6-15 students. Speakers discussed such career information as education requirements, personal challenges and satisfactions, limitations and successes, and other topics pertinent to their work.

These cluster oriented career days have been well received by both students and staff. Staff learn not only by attending the career days, but by actively planning them.

The career exploration day held on October 4, 1978 at Madison East High school provides another example of how a career day can be organized. An article describing Madison East's day appears on page 78.

The Watertown schools provide a third example of a career day. Booths for a variety of local employers were set up in the high school gymnasium for one full day in May. A rather unique characteristic of Watertown's day was that in many instances teachers and students who had some work experience at local business and industry sites helped tend the displays and made presentations along side the company representatives. This resulted in a student body that was less apprehensive about exploring new careers because they could learn from familiar staff and peers as well as outside resource persons.

Session III. (Periods 6 and 7)
1:20 p.m. - 3:00 p.m.

Room 219

Admissions, District One

Room 222

Applied Math, UW-Stout

Room 224

Mathematics, UW-EC

Room 226

Engineering, general

Room 228

Science-related careers
(District One)

Room 234

Geology

Room 235

Math Servicing-Technical
(District One)

Room 236

Landscaping
Parks/Recreation

Room 237

Chemistry, UW-EC

Room 242

Biology, UW-EC

Room 243

Physics

Room 244

Waste Research, Reclamation

This program is jointly-sponsored by the Memorial High School mathematics, science and guidance departments. Representatives of the following private businesses, public institutions and agencies have provided us assistance in this endeavor.

Alpine Landscape Center
City of Eau Claire
Parks/Recreation Department
Planning Department
Commercial Testing Laboratory
Cray Research Incorporated
District One Technical Institute
Eau Claire County Surveyor
Kitelinger's Taxidermy
May's Floral and Greenhouse
National Society of Professional Engineers
Sacred Heart Hospital
University of Wisconsin-Eau Claire
University of Wisconsin-Stout, Menomonie
Waste Research and Reclamation Co., Inc.

This booklet was designed and producted by the MHS graphics students.

Session I. (Periods 1 and 2)
8:20 a.m. - 10:00 a.m.

Room 217

Computer building
(large scale)

Room 219

Admissions, District One

Room 222

Applied Math, UW-Stout

Room 224

Mathematics, UW-EC

Room 226

Engineering, general

Room 228

Science-related careers
(District One)

Room 234

Geology

Room 235

Math Servicing-Technical
(District One)

Room 236

Landscaping
Parks/Recreation

Room 237

Chemistry, UW-EC

Room 242

Biology, UW-EC

Room 243

Physics

Room 244

Floral and Greenhouse
Taxidermy

Session II. (Periods 3 and 4)
10:10 a.m. - 11:50 a.m.

Room 217

Computer building
(large scale)
Surveyor

Room 219

Admissions, District One

Room 222

Applied Math, UW-Stout

Room 224

Mathematics, UW-EC

Room 226

City Planning
Engineering, general

Room 228

Science-related Careers
(District One)

Room 234

Geology

Room 235

Math Servicing-Technical
(District One)

Room 236

Landscaping
Parks/Recreation

Room 237

Chemistry, UW-EC

Room 242

Biology, UW-EC

Room 243

Physics

Room 244

Floral and Greenhouse
Bio-Medical Engineering

CAREER EXPLORATION DAY PLANNED*

"ARE YOU READY?" is the theme of the October 4 Career Exploration day, sponsored by the (BECC) Business and Education Coordinating Council for the Madison Metropolitan School District seniors, to take place at East High School. The day's activities have been planned jointly by representatives from the four high schools and the Chamber of Commerce. These activities have been organized to give students an opportunity to interact with business, industry, labor and government personnel. A major purpose of this event is to put young people seeking career direction in touch with the business community. The planning of this event also demonstrates the cooperative working relationship between education and business.

Activities will begin with a keynote speaker discussing the various employment options available and future employment trends. Students will then select two, from a choice of 30, twenty-five minute seminars to attend. The seminars have been designed to provide students with the following information about a specific employment area:

1. Career opportunities in that field.
2. Requirements for employment.
3. Descriptions of jobs within this area.
4. Wages and fringe benefits.
5. Working conditions and
6. Future outlook.

Following the seminars students will move to the field house and obtain further information about career options. Sixty business representatives, along with representatives from universities, colleges training schools and the military, will have booths in the field house.

East High School seniors will attend the morning program beginning at 8:45 a.m. and seniors from the other district high schools will attend at 12:50 in the afternoon.

The planning committee has been busy identifying resources and organizing activities, while the high school committees are working in their respective schools publicizing the activity, recruiting and selecting seniors and implementing an orientation program for students selected to attend. The following people have been participating on the planning committee: Bernie Dane, Shirley Jane Kaub, Art Nelson, Pete Ross, Sue Flynn, Jean Sholts, Gary

Sisler, Bill Endle, Reinhold Meihsner, Mary Moen, Bruce Dahmen, Ann Walden, John Currie, Steve Kraus, Don Hunt, Bud Rogers, Tim Clark, Mike Walker, Ed Colbert, Rod Witte, Larry Landgraff, Lloyd Stein, Pat Zimmerman, Minnie Murphy.

*Reprinted from Madison Metropolitan School Distrist Staff News.

Field Trips For Career Awareness And Exploration

Need

Although most school districts and many teachers at one time or another take their classes on field trips for a number of different reasons, most school districts do not have an organized and planned program of field trip visitations. In addition, many teachers are not aware of all of the career education benefits that can come to students as a result of careful selection of field trip sites, better preparation before them, and follow-up activities afterward.

Objectives

1. To encourage the use of field trips in all instructional areas.
2. To make the field trip a more educationally oriented activity which provides students with career awareness and exploration opportunities.
3. To identify the local community resources which best complement in-class instruction.

Planning and Implementation

Experienced consortium schools have found that effective and meaningful classroom field trips require planning by teachers who possess a knowledge of the work place and an understanding of how the work place relates to the school subject matter being taught. Teachers will find it helpful to develop a pre-trip planning sheet which will help students to identify the kinds of questions they would like answered. This can also help community site personnel to identify areas of interest to the students, so that they (the field site) can be well prepared. Among things that could be included on the planing sheet would be questions students would like to ask various personnel, things they expect to see and learn at the site, and behavior appropriate to the site.

In planning an effective field trip the teacher should:

1. Select a site appropriate to teaching objectives.
2. Make initial site contact.
3. Obtain necessary approval from administrators, parents.

4. Confirm field trip with site and provide details such as date, time, duration of visit, number in group, purposes of visit, etc.

5. Make a preliminary visit to site and note safety precautions to be taken.

6. Arrange for transportation and chaperones.

7. Prepare students and discuss purposes of trip with the class.

When students arrive at the site, they should be prepared to look for specific things and might be given a field trip fact sheet to fill out at the site. What should students look for? Job opportunities available and their interdependence, skills and education required, working conditions, salaries and benefits, employee attitudes, products and/or services, are a few examples. Some students may also wish to take pictures or tape record their observations and reactions for sharing with others at a later time.

Sites can prepare for field trips by: selecting guides who are enthusiastic and knowledgeable; gathering audio-visual materials; gearing information to the interests and educational level of the guests.

On the day of the visit, the host should be sure to include opportunities to observe employees at work and allow time for answering student questions.

Follow-up

After the field trip, teachers should encourage students to discuss their experiences. Field trip fact sheets that students have completed can stimulate discussion. Writing thank you letters is also a good way of reviewing things learned at the site.

Follow-up activities should relate the field trip to in-class instruction regarding careers, the need for competence in the basic skills, etc. Writing reports, designing bulletin boards, and role playing are examples of follow-up activities which can effectively reinforce what is learned at the community site.

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